

# The Bulletin of the National Council for American Secondary Education

Volume 28

FEBRUARY, 1941



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Service Organ  
for American Secondary Schools

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### THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Paul E. Elicker, Executive Secretary Walter E. Hess, Managing Editor

1201 Sixteenth Street, N. W., Washington, D. C.

# *Twenty-Fifth Anniversary Meeting*

## NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

February 22, 24, 25, 26, 1941

HOTEL HADDON HALL  
ATLANTIC CITY, NEW JERSEY

*Convention Theme:*  
SECONDARY EDUCATION AND NATIONAL NEEDS  
OUR PART

The Outstanding Event—*Don't Miss It.*

*Reservations for Anniversary Dinner:* A limited number can be accommodated. Send \$2.00 now for your dinner ticket to Paul E. Elicker, Executive Secretary, 1201 Sixteenth Street, N. W., Washington, D. C.

### SATURDAY EVENING, FEBRUARY 22

4:00 *Registration Begins* Headquarters, Hotel Haddon Hall

6:00 *Twenty-Fifth Anniversary Banquet*, Vernon Room, Haddon Hall

*Topic:* SECONDARY EDUCATION LOOKS FORWARD

*Chairman:* Oscar Granger, President, National Association of Secondary-School Principals; Principal, Haverford Township High School, Upper Darby, Pennsylvania

*Speakers:* *Twenty-Five Years Ago*

Jesse B. Davis, Dean, School of Education, Boston University, Massachusetts.

*Secondary Education in Review*

Charles H. Judd, author and specialist in Education.

*A Challenge to Secondary Education*

Francis T. Spaulding, Dean, Graduate School of Education, Harvard University, Cambridge, Massachusetts.

*Education in Our Time*

Hon. Paul V. McNutt, Administrator, Federal Security Agency, Washington, D. C.

*Music:* Atlantic City High School Glee Club.

### MONDAY, FEBRUARY 24

9:00-6:00 *Registration* Headquarters, Hotel Haddon Hall

2:15 *Senior High-School Section—* Vernon Room, Haddon Hall

*Topic:* THE DEMOCRATIC SPIRIT IN EDUCATIONAL PRACTICE

*Chairman:* Hugh H. Stewart, Principal, Davis High School, Mt. Vernon, New York

*Speakers:* "Promising Practices in Secondary Education"

Walter E. Myer, Former National Director, Discussion Group Project of the Nat. Assn. of Sec.-Sch. Principals

*Panel:* "Learning the Ways of Democracy"  
A description of democratic practices in ninety secondary schools in twenty-seven states by principals, and the visiting committee of specialists of The Educational Policies Commission of the N.E.A.

*Chairman:* Howard E. Wilson, Graduate School of Education, Harvard University, Cambridge, Massachusetts  
Other members of the panel:  
Harold Benjamin, Dean, School of Education, University of Maryland, College Park, Md.  
Oliver H. Bimson, Asst. Supt. of Schools, Lincoln, Nebr.  
William G. Carr, Secretary of the Educational Policies Commission, and Associate Secretary of the N.E.A.  
Samuel Everett, Professor of Education, Northwestern University, Evanston, Illinois.  
Harrison C. Lyseth, Supervisor of Secondary Education, State Dept. of Public Instruction, Augusta, Maine.  
G. L. Maxwell, Assistant Secretary of The Educational Policies Commission, Washington, D. C.  
John P. Lozo, Principal, High School, Wildwood, N. J.

## TUESDAY AFTERNOON, FEBRUARY 25

2:15 *Second General Session* Vernon Room, Hotel Haddon Hall

*Topic:* OUR ASSOCIATION AT WORK ON OUR NATIONAL NEEDS

*Chairman:* John E. Wellwood, First Vice President; Principal, Central High School, Flint, Michigan

*Speakers:* *Our Occupational Adjustment Study*

Edward Landy, Director, New York City.

*When Night Prevails*

Thomas H. Briggs, Professor of Education, Teachers College, Columbia University, New York City

*Business Meeting*

## WEDNESDAY AFTERNOON, FEBRUARY 26

2:15 *Third General Session* in three sections

*Junior High-School Section—* Music Room, Hotel Chalfonte

*Topic:* HIGH-SCHOOL PUPILS EVALUATE THE JUNIOR HIGH SCHOOL

*Chairman:* Virgil M. Hardin, Second Vice President; Principal, Pipkin and Reed Jr. High School, Springfield, Mo.

*Speakers:* *The Educational Program of the Harding Junior High School*, A Motion Picture in Technicolor, Interpretation by George N. Sturm, Prin., Oklahoma City, Oklahoma.  
*Evaluation by a Group of Ninth Grade Pupils of Atlantic City High Schools*, New Jersey. *Leader*, L. N. Morrisett, Asst. Supt. of Schools, Yonkers, N. Y.

2:15 *Senior High-School Section—*

Vernon Room, Haddon Hall

*Topic:* WORK EXPERIENCE—A PHASE OF EDUCATION

*Chairmen:* Truman G. Reed, Member Executive Committee;  
Principal, Lewis and Clark High School, Spokane,  
Washington

Paul B. Jacobson, Chairman Youth Committee; Prin-  
cipal, University of Chicago High School, Chicago, Ill.

*Speakers:* *The Value of Work Experience in the Secondary School*  
George C. Mann, Dir., Div. of Student Work, N.Y.A.  
*Work Experience: Its Possibility for the Secondary School*  
Robert S. Gilchrist, Chairman, Colorado School Work  
Council; Dir. of Secondary Education, Greeley, Colo.

*Panel:* *Youth's Challenge to the Secondary-School Curriculum*  
Panel of graduates of secondary schools.

Leader of Panel: Roy W. Hatch, Head, Department of  
Social Studies, State Teachers College, Montclair, New  
Jersey.

2:15 *Junior-College Section—*

Solarium, Haddon Hall

*Topic:* THE JUNIOR COLLEGE AND NATIONAL DEFENSE

*Chairman:* E. R. Jobe, Member, Executive Committee; State Su-  
pervisor Secondary Schools, Jackson, Mississippi

*Speakers:* *The Program of the Private Junior College in the Pres-  
ent Crisis*

Constance Warren, President, Sarah Lawrence College,  
Bronxville, New York

*A Post-School Program—N.Y.A. Resident Centers and  
Passamaquoddy*

Mark A. McCloskey, Director of Recreation, Federal  
Security Agency, Washington, D. C.

*The Part of the Terminal Junior College in Meeting  
Youth Needs*

Harl R. Douglass, Director of the College of Education,  
University of Colorado, Boulder, Colorado

EVALUATING COMMITTEE

K. J. Clark, Chairman, Past President, National Association of Secondary-  
School Principals; Principal, Murphy High School, Mobile, Alabama

## Democracy and Education in the Current Crisis<sup>1</sup>

*Prepared for the faculty of Teachers College, Columbia University, by*

THOMAS H. BRIGGS, PROFESSOR OF EDUCATION, CHAIRMAN

JOHN L. CHILDS, PROFESSOR OF EDUCATION

JOHN K. NORTON, PROFESSOR OF EDUCATION

The American people have watched with growing alarm the series of events which have brought most of Europe and much of Asia under the domination of ruthless, military dictatorships. It can no longer be doubted that the present world crisis constitutes a threat of the most serious character to the United States and to the democratic way of life for which it stands.

The situation calls for clear thinking and prompt action. It is a primary duty of all liberty-loving citizens to make an immediate and realistic appraisal of the crisis which now confronts our nation. This appraisal may well begin with a frank statement of the factors which compose the current crisis.

The gravity of the present situation is due, first, to the speed and effectiveness with which the dictatorships are achieving their designs. Their success has been the result of a variety of factors. The totalitarian regimes have had clear and definite ideals and aims. They have dramatized their purposes and have skillfully suffused them with emotional appeals. They have rallied their citizens to unified and vigorous action. They have made skillful use of the powerful, technical resources produced by the Western World during more than a century of scientific research and invention. They have been persistent, assiduous, and unscrupulous in their activities.

The accelerated progress made by the dictatorships in subjecting increasing amounts of territory and mounting numbers of people to their control has resulted in an accumulation of prestige which now constitutes one of their most important assets. Should the dictatorships triumph completely in the Old World, there can be little doubt that they would seek economic and possibly even military domination of the Western Hemisphere.

The gravity of the present situation, however, is not due solely to the accelerating triumphs and accumulating prestige of the totalitarian regimes. Our nation is endangered today by internal weaknesses as well as by threats from without. We have taken democracy for granted—have failed to realize that its perpetuation and development require from each generation an ever deeper search for fuller understanding and for more inclusive application of its principles, as well as struggle, vigilance, and sacrifice. We have not defined clearly and fully the meaning and implications of democracy for all areas of our life, especially under the profoundly changed

<sup>1</sup>Copyrighted 1940 by Teachers College, Columbia University, New York City. Permission to print by the chairman. Copies of this article may be secured from Teachers College; single copies free, copies in quantities, \$1.50 per 100.

conditions of today. As a result, our national ideals and aims lack clarity and definiteness. Confusion, disunion, and dilatory action thwart social progress. Crucial problems, such as unemployment and economic and social insecurity, remain unsolved. Activity within our own country of groups hostile to democracy further confuses the people and increases the gravity of the situation.

Our failure properly to define and pursue the purposes of democracy is also reflected in an inadequate educational program. The curriculum of many American schools should be re-fashioned to meet more exactly and fully the needs of citizens living in a complex industrial society. It should develop more adequate understanding of democracy and devoted loyalty to it. Educational opportunity should be more equitably distributed among our population. Flagrant neglect of the educational and economic needs of millions of American youths gives rise to one of our most serious internal liabilities.

A realistic appraisal of the dangers which threaten our democracy from without and from within counsels neither despair nor surrender. Rather it challenges us to clarify our understanding of democracy, to realize its implications for all aspects of life, and to give it our devoted service. Our nation possesses vast assets, adequate to building a better and more powerful democracy. We should take full account of these in appraising the present situation.

#### THE ASSETS OF OUR NATION

However grave the situation in which we find ourselves, a situation, as has been pointed out, recently made serious by forces developed in other lands but also arising from weaknesses in our own culture, this nation has many assets of the highest value. These assets make possible an optimistic look toward the future. Possessing them, we can hopefully and even confidently plan a program that promises even greater happiness for our people and ultimately, we hope, for other parts of the world.

The United States has unparalleled wealth—natural, human, and technological—of which we can be justly proud. More nearly than any other great nation it is able to continue and to maintain a sound, well-balanced national life. Our country has also a geographic isolation that furnishes a strong defense from actual or potential military invasion from overseas. But neither its wealth nor its location affords defense in the war of ideals or in the economic war of competition for world markets. We must prepare for continuing and strengthened attacks on both these fronts. Such preparation demands a stronger national unity based upon a clear understanding of the ideals which make democracy great.

Among the important assets of which we are proud and which we can use in the defense of democracy are the following:

A common speech and a common culture:

A willingness to consider with open mind the contributions offered by diverse races, cultures, and religions, and to adopt those that promise enrichment of the national life;

A widespread respect for human personality and a recognition of each individual's right to live his own life so far as it does not interfere with the welfare and happiness of others;

An established belief that the welfare and happiness of the individual are the objectives that justify all social organizations, including government, and that they are superior to the deification of government and to the exaltation of its agents;

A common conviction that it is the duty as well as the privilege of every individual to share in the making of decisions concerning general policies that affect the welfare of all;

A long experience in self-government, in which every adult may take such part as his interests and abilities warrant;

Dissatisfaction with the present, and hope that stimulates to activity for a better future;

Agreement that changes must be made by peaceful means;

A general willingness to abide by majority decisions made at the polls, with due respect for minorities who may continue their activities to influence a subsequent decision;

Recognition of the right of any minority, however small, to propose, to advocate, and even to agitate by proper means for social changes without as well as within the pattern previously approved by the majority;

A widespread approval of the right of the individual to secure, interpret, and disseminate information, to come to such conclusions as it indicates, freely to express opinions, to exert the influence of argument, to choose one's associates, to assemble, to vote, to move freely, to labor at work of one's own choosing, and to enjoy the fruits of one's labor, after contributing a just and proportionate share to the cost of protection and promoting the general welfare;

Generally approved and practiced civil liberties, which may not be abrogated or curtailed, even by majorities;

A widespread system of free education;

Sympathy for and care of the unfortunate and the needy;

Intolerance of enduring social stratification, whether caused by birth, race, religion, or wealth, inherited or otherwise acquired;

The right to worship according to the dictates of one's conscience;

Equality before the law and a presumption of innocence until proved guilty;

Freedom from fear of persecution by those in authority.

Though by no means exhaustive, this list of assets of our country gives everyone something to fight to defend and something to work to preserve and extend. Accustomed as we are to these rights and privileges, we could not endure a defeat that took them away, that resulted in the loss of freedom and the violation of sacred personality.

With such general assets it is imperative that we clarify the meanings of democracy, develop a renewed faith in them and devotion to them, and also that we realize their implications for modern life. The defense of our nation demands that we understand what democracy is, that we passionately believe it superior to all other ways of living, and that we apply it consistently to making our country the best possible for a free people.

#### THE MEANING OF DEMOCRACY

1. *Democracy the Basis of American Life and Education.*—Democracy is both a personal way of life and a system of social and political organi-



zation. Its aspirations, loyalties, institutions, and behaviors constitute the core of the moral and political tradition of the United States. Were this democratic heritage to be destroyed, America would lose its most distinctive meaning, and our life as a people would be impoverished. In this critical period, it is therefore important to recall certain elemental things about this heritage.

First, democracy is not the inevitable result of natural forces. It is rather the achievement of a long human struggle, inspired by ideals of justice and brotherhood, and led by men who loved life but preferred death to the degradation of enslavement.

Second, democracy does not perpetuate itself automatically. It is renewed only as those who have experienced its ways are disposed to make its form of life the controlling object of their allegiance. American democracy, now threatened by attacks both within and without the nation, will survive only as we achieve definite ideas about its essential meanings and conditions, and are prepared to work with intelligence, courage, and persistence to maintain them and to make them effective in increasing the welfare of all men.

Third, the meanings, faiths, attitudes, and habits inherent in the democratic way of life are not given at birth. The young acquire them only as they learn them through a process of participation and deliberate education. Hence, one of the primary obligations of the American educational system is to provide the most effectual conditions for the young to attain the equipment in knowledge and attitude required to carry on our democratic way of life. American education should make no pretense of neutrality about this great social objective. Our schools should be deliberately designed to provide an education in and for democracy.

2. *The Moral Meaning of Democracy.*—Democracy makes respect for the individual human, being its basic and abiding moral purpose. It seeks to develop a way of living together—social, economic, political—which is in harmony with this regard for the intrinsic worth of each person. This has led it to affirm the ideal of equality of opportunity, and to oppose all discriminations based on factors of race, wealth, family, religion, or sex. The maximum growth of each individual is the democratic aim.

Democracy holds, as a corollary, that the individual is not to be regarded as the pawn of the state or of any other institution. It tests the validity of the state and of all other social arrangements by their effort and success in promoting the welfare of human beings. According to the democratic conception, individuals are the end, institutions the means.

Democracy is a positive, not a negative thing. Its aim is the welfare of the individual, yet it recognizes that a good life for the individual is to be sought only in a good society and in a good state. The maintenance of the kind of social conditions required to fulfill this democratic ideal demands that individuals place the common good ahead of private advan-



tage. Thus membership in a democratic society has its responsibilities as well as its privileges. A society which seeks to give each person maximum opportunity for the development of his own capacities is not a society in which each individual can be a law unto himself. Loyalty to democracy necessarily involves active support of those social, economic, and political arrangements which make possible an abundant life for each and every person.

3. *The Sovereignty of the People.*—The political consequence of this moral emphasis of democracy on the worth and dignity of each person is popular sovereignty. From the beginning of the American Republic we have perceived that the welfare of all can best be made the persistent concern of our nation if government is of, by, and for the people. Thus, although providing for the delegation of authority for specified purposes, final authority in the American political system rests with the sovereign community of citizens. The state with its officials is always the agency of this community. We have progressively rejected the notion of control by an elite, whether based on property, family, race, or sex, and we have moved steadily to extend the rights and responsibilities of citizenship to all adults.

The ability both to determine basic policies and to choose leaders by peaceful means is characteristic of a democratic society. We should not permit use and habit to dull our appreciation of the great forward step taken by the human race when it began to substitute methods of deliberation, free discussion, and voting for the method of power based on brute force or superstition. Although our practice still falls short of this ideal, we are convinced that it defines the direction in which we want to continue to move. Therefore any movement or reform which repudiates either the method of persuasion by reason or the principle of majority rule should at once be suspect before the American people.

4. *Democracy and a Strong Government Are Compatible.*—Ours is a representative system. Nor is there anything inherent in the principle of popular sovereignty which requires that a truly representative government be weak, or that duly elected leaders be denied the initiative and power required to carry on delegated functions. A democratic society does not necessarily believe that the best government is the least government. On the contrary, under present interdependent conditions democracy, in order to survive, requires strong, efficient government. It measures efficiency, however, by three searching tests: First, is government equipped to do its part in providing for the needs of the people, however they may change? Second, are the activities of government so conducted that they actually do promote the long-run interests of all? Third, are all groups adequately represented in those social and political processes by which the fundamental policies of local community, state, and nation are formulated and reviewed?

5. *Democracy Has Faith in Intelligence.*—The effectual exercise of sovereignty requires not only the right to vote, but also knowledge of the

essential objectives of a democratic society, of the nature of interests and needs—social as well as individual, and of the bearing of changing conditions upon life-interests and purposes. Unless the individual citizen has access to information which makes reliable judgments possible, he easily becomes the victim of the propagandist and the demagogue. The ability to make sound judgments also involves freedom for the members of a society to inquire, to assemble, to associate, to confer, and to publish in order that ideas may be exchanged, sifted, evaluated, and matured. The exercise of these rights and the acceptance of these responsibilities are important means for the development of resourceful human beings in the realm of social and political affairs.

The *Bill of Rights* which legalizes these practices is more than a mere schedule of personal liberties. These civil liberties also constitute a part of the social machinery required for the successful functioning of democracy; for it is by these means that an intelligent public opinion is maintained. So long as our society remains democratic, it will be governed well or poorly to the extent that the common man has and avails himself of opportunity to inform himself about conditions and events. Democracy is committed not to blind obedience, but to the ways of intelligence. The civil liberties are indispensable means to this public intelligence.

6. *The Creative Role of Minorities.*—The acid test of the status of civil liberties is the freedom enjoyed by minorities. In a democratic society, the possibility of the peaceful adjustment of institutions to changing conditions depends upon the ability to keep open the avenues of criticism and agitation, so that innovating minority groups have genuine opportunity to get their case before the public, which has ultimate responsibility for making decisions. Thus a democratic society recognizes the creative role of minorities in its social and political processes and gives them encouragement and protection so that their proposals for change may have fair consideration. A totalitarian regime, on the other hand, demands uniform obedience to predetermined doctrines and programs and regards criticism and agitation as a crime against the state. Unfortunately, as a result of our failure to clarify the nature of a democratic society, there are elements in our population who assume that democracy can be defended by suppressing civil liberties. Actually, the triumph of their attitude would be fatal to democracy.

7. *The Abuse of Civil Liberties an Attack on Democracy.*—Present events are again emphasizing, however, that democracies can be defeated from within, as well as by an attack from without. The civil liberties in our country, in recent years, have been exploited by groups whose first loyalties are given to foreign governments and foreign political movements. These groups, feeling no obligation to do their part to maintain the primary institutions of a democratic society, and operating as undercover, disciplined bodies, often exert an influence out of all proportion to their numbers. By boring from within, by exploiting race and national

prejudice, by taking advantage of the idealism and the inexperience of youth, by exploiting the distress of underprivileged groups, and by resorting to methods of slander, ridicule, and intimidation, these elements often confuse many sincere people, breed suspicion and discord, and divide the democratic forces which should stand together. Civil liberties are both abused and endangered by these practices. The genuine friends of democracy should be alert to make the public aware of the real nature of these practices and the ulterior purposes which inspire them. Tolerance does not mean indifference to practices which contradict the spirit and the purposes of our way of life.

Another serious threat to democracy is presented by those groups which desire to manipulate the present movement for national preparedness for selfish purposes of one sort or another. Under the name of patriotism and the need for national unity, they would suppress all criticism of existing conditions. Unfortunately, many sincere people join in these "witch-hunts" because they do not understand the crucial importance of the civil liberties in a democracy. We need to be on our guard against any movement which defines "Americanism" to mean the suppression of our historic and essential freedoms. Such movements make not for defense, but for destruction, of our American way of life.

Thus today the supporters of American democracy are confronted with the difficult task of protecting the civil liberties against the manipulations of conspiratorial agents of foreign powers on the one hand, and against the attacks of the "witch-hunters" on the other.

8. *Economic Foundations of Democracy.*—Both the moral and the political aspects of democracy require that certain economic conditions be maintained. Great discrepancies in wealth and its consequent power among a population tend to destroy the very foundations of popular sovereignty. As Daniel Webster observed a long time ago, "A general equality of condition is the true basis of popular government." Coerced by want, insecurity, and a sense of helplessness before complex events that often seem too difficult to be mastered, individuals lose their faith in democracy, fail to take advantage of its established means for meeting their needs, and are tempted to exchange their political and civil freedom for a deluding promise of economic and social security. Present conditions which leave unemployed and insecure millions of deserving individuals who would work if they could do so constitute a very serious threat to the social health of our nation. We are convinced that these conditions are not permanently compatible with our democratic way of life.

We are also confident that our country has the resources and the will to remedy these conditions. We are not, however, in full agreement about the specific means by which this can be most satisfactorily accomplished. Recognizing our differences, we propose to unite in a determined effort to make the implications of this critical economic situation more widely known, and to co-operate with the representatives of all public-minded

groups in search for democratic social means of resolving this tragic paradox of want, unemployment, and insecurity in the midst of potential plenty.

9. *American Democracy and the World Situation.*—The American people are widely and justly regarded as a peace-loving people. Although one of the Great Powers of the modern world, we have not been and are not now inclined toward world conquest. Both geographic and economic factors are partly responsible for this. But the democratic character of the United States has also been a powerful influence. We have felt that the pattern of a nation in arms is incompatible with the pattern of a democratic society in which the interests and unhampered pursuits of the people are primary. We have wanted to be related to other nations not through military conquest and authoritarian control, but through friendly intercourse, trade, and philanthropic undertakings for mutual good in the fields of science, religion, art, education, public health, and social work.

Today we are confronted with a changing world. We believe that present interdependence makes it imperative that we use our national strength in a persistent and determined effort to develop a world order which will forever ban the ways of war, and provide security for all peoples to pursue freely their own manner of life. Although our first responsibility is to develop a truly democratic society in our own land, we have, as a group of educators, an ultimate loyalty to the whole human race and not exclusively to our own citizens.

Present circumstances, however, are not favorable to the immediate development of this world-wide community on principles in harmony with democracy. To be sure, the possibility of rapid change in the temper of world affairs cannot be dismissed, but the probabilities are that now and for a considerable period we must be prepared to defend democracy by defending our nation.

This defense should be thorough and comprehensive—not merely to defeat an external enemy but also to overcome weaknesses within our own national life. It includes, as a necessary part, such an early resolution of internal economic and social problems as will renew the faith of our people in the reality of our professions of democracy. Citizens cannot be expected to manifest heroic devotion toward a country which leaves them insecure and has no place for them in its constructive life activities. In order to preserve democracy we must organize resources to meet the challenge of these negations of its spirit.

But the defense of the nation must now of necessity also be military. We may pray that we shall not have to resort to arms, but if the trial of battle comes we should be equipped to meet it with the best plans, manpower, and physical equipment of which we are capable. Democracy must not be driven from the earth by the sheer power of unopposed brute physical force. Much as we deplore the necessity we must be ready to meet force with superior force.

That such military preparation carries threats to our democratic and

peaceful patterns of life cannot be doubted. But these risks we must take. Our problem is to prepare for adequate national defense under such an aroused and alert public opinion that democratic values will not only not be destroyed, but will rather be strengthened by this determined, united effort of our people. As members of the faculty of Teachers College, we are ready to use our every strength to achieve this outcome.

We believe, however, that as educators our primary responsibility and challenge is to help the people of America gain a more adequate understanding of the ideals and the conditions of the democratic way of life, and a more thorough grasp of the implications, possibilities, and dangers in the economic, social, political, and moral forces now operating in the national and world situation.

To aid in promoting a widespread reconsideration of democracy and a consequent clarification of its meanings, we present:

#### A CREED OF DEMOCRACY

We believe in and will endeavor to make a democracy which

1. Extends into every realm of human association;
2. Respects the personality of every individual, whatever his origin or present status;
3. Insures to all a sense of security;
4. Protects the weak and cares for the needy that they may maintain their self-respect;
5. Develops in all a sense of belongingness;
6. Protects every individual against exploitation by special privilege or power;
7. Believes in the improvability of all men;
8. Has for its social aim the maximum development of each individual;
9. Assumes that the maximum development possible to each individual is for the best interest of all;
10. provides an opportunity for each and every individual to make the best of such natural gifts as he has and encourages him to do so;
11. Furnishes an environment in which every individual can be and is stimulated to exert himself to develop his own unique personality, limited only by the similar rights of others;
12. Assumes that adults are capable of being influenced by reason;
13. Appeals to reason rather than force to secure its ends;
14. Permits no armed force that is not under public control;
15. Implies that a person becomes free and effective by exercising self-restraint rather than by having restraint imposed upon him by external authority;
16. Imposes only such regulation as is judged by society to be necessary for safeguarding the rights of others;
17. Assumes that all persons have equal rights to life, liberty, and the pursuit of happiness;
18. Guarantees that rights and opportunities accorded to one shall be accorded to all;

19. Insures standards of living in which every individual can retain his own self-respect and unabashed make his peculiar contribution to the society in which he lives;
20. Does not tolerate an enduring social stratification based on birth, race, religion, or wealth, inherited or otherwise acquired;
21. Recognizes a desire on the part of people to govern themselves and a willingness to assume responsibility for doing so;
22. Holds that government derives its power solely from the consent of the governed;
23. Tests the validity of government by its effort and success in promoting the welfare of human beings;
24. Lays on individuals an obligation to share actively and with informed intelligence in formulating general public policies;
25. Requires that the responsibilities and activities of citizenship be generally held to be among the highest duties of man;
26. Holds that men deserve no better government than they exert themselves to obtain;
27. Believes that the decisions concerning public policies made by the pooled judgment of the maximum number of interested and informed individuals are in the long run the wisest;
28. Weighs all votes equally;
29. Has faith that an individual grows best and most by actively and intelligently exercising his right to share in, making decisions on public policy;
30. Permits, encourages, and facilitates access to information necessary to the making of wise decisions on public policies;
31. Provides free education from the beginnings of formal schooling as long as it may be profitable to society for each industrious individual to continue;
32. Attempts a general diffusion among the people of ideals, knowledge, standards of conduct, and spirit of fair play which promote a sense of equality;
33. Permits the unhampered expression of everyone's opinions on public policy;
34. Guarantees the right of free expression of opinions on all matters, subject to reasonable libel laws;
35. Implies that all who are bound by decisions of broad public policy should have an opportunity to share in making them;
36. Demands that minorities live in accord with the decisions of the majority, but accords the right to agitate peacefully for the change of such decisions;
37. Exercises tolerance to others without sacrificing the strength of conviction favoring different notions and practices;
38. Accepts representative government as an economy necessitated by the size of the population;

39. Delegates responsibility to individuals chosen by the people for their peculiar competence in defined areas of action, but retains the right to withdraw this authority;
40. Develops a steadily increasing sense of obligation to a constantly enlarging social group;
41. Induces a willingness to sacrifice personal comforts for the recognized general welfare;
42. Stimulates a hope for constant betterment and provides means which the ambitious and earnest may use;
43. Encourages constant reappraisal of things as they are and stimulates a hope that leads to action for their betterment in the future;
44. Uses peaceful means for promoting and bringing about change;
45. Holds that the fundamental civil liberties may not be impaired even by majorities;
46. Permits unrestrained association and assembly for the promotion of public welfare by peaceful means;
47. Recognizes and protects the right of individuals to associate themselves for the promotion of their own interests in any ways that are not incompatible with the general welfare;
48. Grants the right to labor at work of one's own choosing, provided it does not interfere with the interests of society;
49. Guarantees the right to enjoy the fruits of one's honest labor and to use them without molestation after paying a part proportionate to wealth or income to the cost of necessary government and general welfare;
50. Encourages individual initiative and private enterprise in so far as they are compatible with the public weal;
51. Maintains human rights to be more important than property rights;
52. So regulates the natural resources of the country as to preserve them for the widest use for the welfare of all the people;
53. Insures freedom of movement;
54. Guarantees a legal assumption of innocence until proof of guilt, definite charges before arrest and detention, and open and speedy trial before a jury of peers with protection of rights by the court and by competent counsel;
55. Guarantees freedom from persecution by those in authority;
56. Provides that no individual be deprived of life, liberty, or property without due process of law;
57. Permits worship according to the dictates of one's conscience;
58. Separates state and church;
59. Provides such security, freedom, opportunity, and justice for all of its members that they will be qualified and ready, if circumstances require, to sacrifice in defense of its way of life;
60. Renews its strength by continued education as to its meanings and purposes.



## Training for Citizenship a Necessity—Now

RANDALL R. PENHALE

*Principal of the Iron River, Michigan, High School*

In addition to the mastery of academic subjects, which was about the only concern of the secondary school only a few years ago, the modern secondary-school faculty feels impelled to train for intelligent citizenship. For a time administrators concluded that this responsibility rested with and could be effectively achieved by social science departments. The ability of pupils to distinguish between propaganda and facts, indoctrination and education, the tendency of organizations to insist on the use or non-use of certain textbooks, undoubtedly accounts for the burden to be placed upon the ever-broadening shoulders of teachers of history, economics, and similar subjects.

Since the opening of the present school year, however, coincidental with more and more discussion of this country's participation in the World War II, fifth column activities, the responsibility of the public schools for citizenship development rests squarely in the laps of the entire faculty.

Believing this to be a firm principle upon which to stand, Iron River teachers are this year embarking upon two adventures, the results it is hoped will be significant contributions towards the goal of citizenship. The first is the organization of a student-participation-in-government plan. The second is the more careful grading of citizenship by all teachers rather than by pupil's home-room instructor and perhaps his class-room teachers. That both experiments are being attempted together is, the faculty feel, a happy coincidence. Each should help the other succeed.

Mussolini's success in Ethiopia and more recently Hitler's occupation of Austria, Czechoslovakia, Scandinavia, France, Belgium, and other countries all seem geographically remote from our American secondary-school campuses. Albeit news travels incredibly fast. To the amazement of educational leaders there has grown to full stature within our own borders various societies comparable, in outward appearance as well as inward purpose, to those of dictatorships. A new problem has arisen. How shall the bunds and leagues be met? An executive order from the President of the United States or from a secondary-school principal disbanding such groups does not solve the problem.

The answer is the systematic encouragement of such organizations as Boy and Girl Scouts, Camp Fire Girls, Girl Reserves, and Hi-Y, whose programs have already demonstrated their ability to inculcate high ideals of American citizenship. Until very recently the job of fathering the aforementioned has rested with a discouragingly small minority of community leaders, augmented frequently by teachers impressed into the service under the guise that such activities are extra-curriculum—and every faculty man or woman just must have one extra-curriculum activity! Strange as this may be, the program has prospered.





**Voting, Hackensack, New Jersey**

Pupils of the Hackensack, New Jersey, Senior High School use real voting machines, loaned by the city government to the school, in their student-body elections. More than one thousand pupils cast their ballots annually without disruption of their regular school work.

Such is not the case with student-government plans. Exceptions there are, of course. One Michigan secondary school, Holland, has functioned successfully for twenty-five years. In the rank and file of schools, however, the contentment of status quo has been preferred. Yet if adolescent boys and girls are to be given practical experience in democratic living, they must be permitted to participate in governing their own miniature community.

At least that is the thesis of the Iron River School. Because the home-room type of student government suits this school's needs, it has been adopted. Since the election of home-room officers, all of whom constitute the council, our time has been utilized in the creation and adoption of a constitution—the very basis of democracy. It has been discouraging business from time to time, particularly when it has been occasionally apparent that boys and girls have by action (or inaction) or remark shown their disinterest in learning the intricacies of government. To an adult these are definite earmarks of the dangers of a passive attitude. If these United States are plagued with machine politics, it is due in large part to the apathy of the average adult. As a result this tendency is noticeable among secondary-school pupils. The dynamic president of 1939-1940 of the National Association of Student Councils, Caspar R. Ordal, stated at the Milwaukee convention of the National Educational Association, "Politically our great democracy is not the well-functioning machine it should be. A great part of our voting citizenry demonstrates an apathy which is a poor resistant to the violent ideas of force and tyranny which today dominate so much of the world." If this be true, and, of course it is, it behooves educators to labor

patiently with youth, naturally inexperienced and immature, in order that they in their impressionable years may be indured with those qualities which make for a prepared citizenry.

#### OUTCOMES

What do we expect them to learn? Among other things they will learn to lead as well as to follow intelligently; to assist in the internal administration of the school and what that means in terms of individual differences, pupil likes and dislikes, opinions; to learn to co-operate with each other and the community in order that the whole program of education may progress; to appreciate American schools in their true light. In a word, it amounts to an intelligent appreciation of democracy and genuine citizenship.

Prior to September 1940, the teachers of the Iron River School were requested to report two grades for each pupil in their classes—a grade of A-B-C-D-E in scholarship and a 1-2-3-4-5 in citizenship. The result was that pupils paid attention to the scholastic mark; citizenship meant little or nothing. Why? One reason was the citizenship grade was practically always a high one because most pupils were “good citizens” in class. It was in the corridors, lavatories, in the more informal atmosphere of the auditorium, athletic contests, library, where pupils revealed their true selves. And the irony of the situation was that under the old system teachers had no opportunity to record their impression of pupils under these conditions.

Inasmuch as the school enrollment (five hundred fifty) is small enough that an observing teacher can soon become acquainted with a large percentage of the student body, the faculty committee studying this problem decided to present class lists of each of the four grades to all teachers once each term on which they were to record their grades in citizenship. These are averaged and the composite grade is recorded on the pupil's report card to parents. The new procedure has placed citizenship on a higher plane than ever before. For the first time pupils are talking about citizenship.

Perhaps at this point it should be said that a grade of B (2) or better in citizenship has been added to the qualifications for mention on the Honor Roll. The purpose for this innovation is to lift citizenship to the level of scholarship. In the writer's opinion this has been the most valuable move. The school exists primarily for the development of good citizens, and if they are not made in high school, they probably never will be. In the long run a girl's proficiency in algebra, history, or homemaking is of little use to her in life if she has not learned to defer to her elders, to associate honestly with those of her own age and interests, and to respect public property.

Democracy, it is contended, can be effected by educating boys and girls to govern themselves. A government is strong or weak to the extent that those who owe it allegiance really have high ideals of citizenship.

## Education and National Defense

FRANK P. WHITNEY

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"The Moving Finger writes, and having writ, moves on." Immersed as we are in a world confusion beyond all precedent it is difficult, if not impossible, to escape the sense of fate rushing to overtake us. At the least we are anxious and disturbed, at the worst we are overwhelmed with dread and fear. To a growing number of people the world seems to be tottering on the brink of doom. This may not be the first time in history that ruin seems so near but the pessimist, if ever, has his innings now. One character only a bit more thoroughgoing than the rest remarks anent this age, "Once born you're done for." Many today as never before appreciate that complete pessimist, Jonathan Swift, who wore mourning on his birth-days in commemoration of what he referred to as "the most unfortunate event of his life."

Any candid consideration of the situation will oblige us to face the inescapable fact that a large part of the world is in revolution, basically an economic revolution. The world is upside down. The wildest of the wild dreamers who abound in such an age is the one who visualizes a return, a restoration, a re-establishment of the old order. Yesterday is dead. What is gone is, as always, gone beyond recall. Historical processes are irreversible.

In the midst of such disturbance, unsettlement, and revolutionary turmoil we look hopefully to education for security. We fondly believe that the insurance of democracy is written in terms of education. However, we cannot reasonably look for security after the old fashion. It is fairly obvious that stability cannot be rediscovered in immobility. The new order, whether we like it or not, is dynamic, full of tensions, bursting with motion. Apparently, the question is whether what we call democracy can achieve a dynamic stability, a balance of tensions in movement. The symbol of the old order was the pyramid. The symbol of the new order may be a gyroscope. It is not at all inconceivable that the spinning gyroscope is in reality far more stable than the static pyramid.

As we enter upon another year, conditioned as we are by the world situation, what is our mood? What gives us the keynote of work, of living? We pretty generally believe that what we call our democratic way of life is threatened in this world by force organized after a fashion relatively new, which fashion we call loosely totalitarian. To preserve our right to our own way of living for which we may in the end have to fight, our national life is being organized rapidly for defense. Without accepting all the assumptions of the leaders in this movement we have to ask ourselves again just how significant is education at such a critical period and in our national defense.

We cannot take refuge in generalities in a crisis. Generalities like democracy, freedom, security, stability, defense, must be implemented. They are helpful for getting our bearings, for determining our course but they require referents. We recognize, for example, the inevitability of motion, change, growth, transformation, in a dynamic world. Nothing can stay put. Gabriel exclaims in *Green Pastures*, "Lord, everything that was nailed down is coming loose." Science, philosophy, political science, economics, all are on the move. We must educate, therefore, for change. In general, to continue the use of methods and materials in education for a dynamic world which were suitable and usable in a static world is to invite disaster.

#### DEMANDS OF A CHANGING WORLD

In preparation for a world in transition what are the referents for change in the teaching of algebra, Latin, English, geography, art, mechanical drawing? If we agree that we are to educate for a changing world, what are the specifications? They must be drawn anew, not year after next, not next year, but now. Nor can we easily and lightly shuffle off our own responsibility upon curriculum experts, superintendents, supervisors, principals, or even department heads.

What ought the high schools to teach? A question never fully answered but always in process of being answered in every live classroom. Herbert Spencer's famous question, "What knowledge is of most worth?" has been broadened to include attitudes and appreciations as well as skill and knowledge. It is the whole range of life that we must face in the outcomes of our education. Are we alert to changing conditions, to changing needs? Are our courses flexible, adaptable? Are our methods stereotyped? Can we change and improve whenever the situation demands?

Consider in detail some of the recent changes in the scene. Look at what we may call the biological shift in age groups. One of the most stupendous changes in all recorded time has been taking place in our world in the past century, a change so silent, so unremarked, and yet a change so pervasive, universal, and profound in its consequences, that it can only be likened to a vast cosmic dislocation. This change is simply the shift in the proportion of the population in the different age groups. The number of children in comparison to the total population in the first census has been cut in half. Now there are twice as many adults for the same number of children. The mere statement of this mathematical ratio leaves us cold but its implications are breath taking.

Along with this unprecedented increase in the proportion of adults due, of course, to the astonishing increase in the average length of human life and to a declining birth rate, consider the consequences of a technological advance in the control of production and distribution of goods such as no one could have dreamed up to the last century, and you have the elements of a social, political, and economic revolution that may well be called a cosmic dislocation in human affairs.

One of the consequences of this revolution, but one of incalculable importance to education, has been the gradual lengthening of the period of childhood and youth and the deferment of the age of employment. At this point occurs one of the most serious social lags of our time. We are still attempting to put youth to work in a situation where all technological and social indices seem to forbid their employment. More and more we may be destined to see that productive employment for youth under twenty-one is not only unnecessary but disruptive to adult employment and socially and economically demoralizing in a technological civilization such as ours. One obvious result which we cannot help but see is the enormous increase in leisure for youth and the consequent increase in enrollment in secondary schools, an increase in four decades from one in a hundred to one in twenty of the total population. In a word the secondary school today instead of ministering to a highly selected group potentially educable to a considerable degree after the traditional linguistic fashion is obliged to minister to practically all ranges of intellectual ability including a large proportion of youth who are literally non-educable after the traditional linguistic fashion.

If education in this age is to be fruitful and productive and satisfying rather than sterile and barren and stupefying, it must discover new instruments, new procedures, new methods, new content, new experiences for this vast horde of linguistic barbarians who have for reasons utterly outside of their control or ours descended upon the secondary schools of this generation with such comparative suddenness, a descent comparable in its cataclysmic character with the irruption of the Huns upon the ancient culture of Rome. The gates have been forced. The old gods can no longer protect us.

This unparalleled increase in the secondary-school enrollment, an increase for which there is absolutely no precedent in the history of education—what does it mean to us? First of all it means that the secondary school, high or low, is the place where youth must live. Instead of continuing to worship at old shrines we must ask—Can youth in this new temple find life and find it more abundantly?

The selective function of the secondary school which formerly we prized so highly has been superseded by the distributive function. Not that selection in a real sense no longer operates. In a real world selection of course, but no longer a selection that implies elimination from school as a part of experience. Rather it is a selection that means distribution into educational environments that nourish and develop, distribution that means comfortable and satisfactory location in areas where learning can take place. The old ideal of humanism, of liberal studies, of literature, of a linguistic training, must be supplemented, not abandoned, supplemented by all sorts and varieties of immediate sensory experiences, of training of eye, ear, and hand, of experiences that are of felt value and worth, immediately satisfying and full of meaning.

Add to the changes wrought by the shift in relative age grouping, by the unemployment situation, apparently permanent so far as youth is concerned, by the shortening of the productive work period of human life, by the lengthening of the average human life span, by the enormous increase in secondary-school enrollment, add to these changes those changes rapidly occurring in the world scene, social, political, economic, cultural, scientific, philosophical, and you have the most extraordinary background ever yet devised for education. What shall education mean in such a shifting world scene? With everything in a state of flux, with human society everywhere restless, with mankind on the move, What of education? Even with civilization itself in the balance, even with catastrophe suspended over us by a hair, can we still pin our faith to education? If we can, it will have to be an education enormously broadened, revitalized, reillumined.

#### WHAT EDUCATION CAN DO

Universal secondary education in such a situation demands not necessarily the scrapping of old patterns but the addition of new patterns, increase in variety, flexibility, adaptation, provision not merely for one level of intellectual or cultural development but provision for a dozen levels, for all levels, a school containing all climates and zones, a school as rich and varied in its offerings as the human nature which it seeks to serve. In such a school pupils must be busy. They must have something to do which is really worth their while and which for the most part they *feel* is worth while. They must therefore be interested. The knowledge they get must not only be useful, it must seem to them to be useful. The skills and appreciations they acquire as well as their knowledge must be of obvious use. Only so can interest be maintained. It may be said here that a good deal can be taken for granted and no doubt pupils will continue in the future as in the past to take a good deal of what they learn for granted on the assumption that it is going to be useful. However, this happy assumption should not be worked overtime.

Pupils must be successful. No program of action or of life, certainly not of education, can be built on failure. Constant and repeated failure can only lead to dislike, dissatisfaction, and disgust. The program must be positive not negative. Pupils cannot be driven into an education. Certainly there is a place for discipline, for the ordering of life, for facing hard tasks manfully, for growing toughness of fiber. Here is no plea for softness and flabbiness, for sloth and ease in learning or in life. It is rather a plea that educational procedures shall be so contrived that every one may have a chance at the joy of conquest, the satisfaction of attainment. When pupils are busy, interested, and successful they are happy precisely as their parents or their teachers are under like situations. They will *like* school.

The justification for most of the changes in curriculum content and in method of teaching lies in the fact that such changes make it possible for more pupils to work with interest and success. Provision for different

levels of ability, for various aptitudes, for many types of personality, is indispensable, if most of our pupils are to like school. A constant watch must be maintained for signs of dislike of school. We must not only be aware of it when it appears but be alert to discover its causes. A teacher, a group of teachers, a department, a school, if you please, which goes right on ignorant or careless of the fact that dislike for a certain subject or course or type of work is being built in great masses of youth is not only insensitive and callous but half dead.

For our own encouragement we can and should make use of whatever accumulated wisdom we can find in such reports as the bulletins of the Secondary-School Principals Association or that brief but admirable outline of *What the High Schools Ought to Teach*. Such reports serve an invaluable purpose in checking our own views, opinions, methods, practices. Every teacher in this school has a very large measure of freedom in adjusting instruction to the needs of pupils, freedom in the choice of content, even more freedom in the method of instruction. The differences among teachers are admittedly great, differences in the results of their teaching. Much of this difference is due to difference in attitude, difference in outlook, insight, appreciation, in the teachers themselves. Differences may become socially valuable when they are positive and not merely negative differences, when they are due to proficiencies, and not to deficiencies. It is as unfortunate for the teacher as for the pupil if the school cannot furnish an opportunity for the nurture of whatever abilities and proficiencies are present. Teachers are prone to under-rate their own abilities as well as those of the pupils whom they teach. All of which may be to say that we need to step out.

The mood in which we approach our tasks is largely dependent upon our moral, mental, and physical fitness, upon our own zest for living. It is possible to feel lost, forsaken, forlorn, hopelessly ineffective, completely stymied, in a world like this, and in a school like this. It is also possible to see ourselves at a pivotal point in all time, to look at this moment as one in which the ages have converged, to see it big with destiny, and humbly yet confidently feel assured that it is ours as teachers to study and to interpret the tremendous drama unrolling here and now before our eyes, a drama indeed at which we are not merely spectators but one in which we have a real and thrilling part to play.

All the noble ideals for which our profession has striven are still urging us on. The great objectives to which we have so often pledged allegiance still shine like the stars and may be glimpsed from time to time behind the fog and clouds to guide our course in these stormy days. We shall need all the resources of our experience, our philosophy, our science, our religion, to keep us steady, confident, and unafraid in this rocking world. We shall need faith in education, faith in human nature, faith in reason and intelligence, faith in children, faith in ourselves to pull through this mess unshattered and undismayed.



What does the defense of America require? Certainly it would be unrealistic to deny that adequate defense requires tanks and airplanes and battleships and men trained in the use of modern war machines. But in the light of recent events it would be still more unrealistic to assume that equipment on however stupendous a scale can make up for deficiency in morale, in spirit, in the will to defend. If America is defeated it will not be from without. On that point both friends and enemies agree. If America is to mean light and leading for the world it will have to renew, revitalize, recharge its own spirit from within. Where are its batteries to be recharged unless in schools and colleges? What America means to the outside world is, of course, of vast importance but what it means to its own people and above all to its own youth is of far greater consequence. Upon us as teachers is laid the deepest of all obligations in our time to see to it that America glows with meaning.

#### DEVELOPING CRITICAL THINKING

There are three suggestions which seem to be more than mere vague exhortations. They seem to be of the highest significance in the realization and perpetuation of our way of life. The first of these suggestions is that so far as possible in all our teaching we give continuous and unflinching attention to the characteristics of evidence. When is something true? What are the tests of truth? When is a thing so? How do we know what to believe? One of the most used and abused words in the language today is propaganda. Of course we need to analyze propaganda, so far as possible to separate fact from fiction, to identify truth and error. The danger of confusion is appalling. The need of protection from vicious propaganda is so great that we are dismayed at the task. It is beyond our powers to correct all the errors, to identify all the falsehoods. But it is not, I think, beyond our power to do a little more here and there, perhaps all along the line, in teaching the nature of proof, the character of evidence, the need for suspended judgment, the requirements for sound conclusions. A thousand ways to do this difficult task will present themselves to teachers in almost, if not in every, field of study, if they are alert to their opportunities. How does one know that this magazine article is untrustworthy, that this weave of cloth is likely to wear better than another, that this brand of canned peas is most economical, that this household gadget is practicable, that secondary-school fraternities are undesirable, that a vote for this candidate is a vote for war, that these gears will mesh properly, that this advertisement is blandly untrue?

It is, of course, the proud boast of science and mathematics that they deal with the characteristics of evidence and the nature of proof, that they recognize and use guesses and hypotheses as such and not as facts, that they require the use of suspended judgment, and arrive at conclusions on bases and along lines that can be checked and rechecked. If this is the method of science and mathematics then this method of science and mathematics must somehow be woven into the warp and woof of our social,



political, and economic thinking just as it has been woven into the fabric of our technology.

Is this sort of outcome something high and far, beyond the reach of secondary-school boys and girls? If it is, then we may as well give up the pre-suppositions and assumptions of democracy. But we are not giving up. We are going to commit ourselves anew to the task of inculcating reverence for truth, of developing upon all sorts of levels represented in the varied maturities and abilities of youth a respect for facts, and an appreciation of the necessity for the sorting, arranging, and interpreting of those facts if we are as a people to come to grips with reality.

#### INCULCATING LOYALTIES

My second suggestion is just as old and just as new. Every boy and girl is born into some sort of home, surrounded by some sort of kin, introduced very early to some sort of community. The child acquires by habit and compulsion a certain loyalty to his family, to his group, to his small community. He learns early that loyalty to his family pays pretty good dividends in one fashion or another. Later in the same way he belongs to some small neighborhood group. Belonging thus to family and to group gives him status, position, marks him as of more consequence than if he were an outcast and alone. As he emerges on a still larger stage such as the church or the school he still further enhances his own importance, his own ego. His self expands as he identifies himself with others, his interests with other interests.

This self in ever widening circles, encompassing more and more interests, develops a sense of responsible relationship which we call loyalty. At root there is no greater virtue. In due time larger souls identify themselves with larger and larger groups, the city, the state, the nation. Where strife arises, as is inevitably the case, between competing loyalties, genuine personal growth demands the incorporation of the smaller loyalties in the larger loyalties. Loyalties narrow in time and, confined in space, give way before more inclusive loyalties, identifying the soul with enduring principles and world-wide interests. The greatest human spirits are those with the most inclusive interests, those who feel their identity with all that is human in other lands and ages as well as in their own.

Democracy has been defined as humanity's effort to build a social order on the basis of ethics. No ethical system can be successfully reared on pessimism or cynicism or on any other basis than a profound faith in human nature. This is the very root of all optimism. For democracy as for any ethical system the fundamental presupposition is the growth and nurture, the flowering and fruitage, of human personality. In the discovery, expansion, and nurture of ever widening loyalties we find the touchstone of a truly democratic way of life. John Dewey has long ago phrased in two questions the criteria of a democratic society, small or large, past, present, or future: How rich and how varied are the interests that are shared?

and How full and how frequent are the contacts with other forms of association?

Loyalties may, of course, be strongly developed toward unworthy objects, persons, or groups. The kind of loyalty that arises in the identification of the self with a group sharing rich and varied interests and maintaining free and frequent contact with other forms of association is the surest possible guarantee of continued personal growth and at the same time of the promotion and nurture of the democratic way of life.

Loyalty to one's country built after this fashion is a pure and unmixed blessing. Difficult to win and difficult to maintain, it still remains the *summum bonum* of all social attitudes, the refined essence of a patriotism without dross. To such a patriotism completely ethical and without blemish we can unreservedly dedicate our youth. Toward such an end we can move encouraging and nourishing such sparks of incomplete and partial loyalties as are flashing all about us serenely confident that this ideal we call America, the embodiment of democracy, can and will in due time light such a fire of devotion as dictatorships have never dreamed.

#### TRAINING IN CITIZENSHIP

To the two suggestions that we shall consciously and deliberately seek more and better ways of teaching the nature of proof and that we shall devote ourselves to the inculcation of the virtue of loyalty first to small and then to larger and ever larger groups, a third suggestion is offered which likewise has nothing new about it, the teaching of citizenship in and through participation. Citizenship like loyalty can be taught only through practice. The practice of loyalty with growing satisfaction can be encouraged and promoted among boys and girls with conspicuous and even startling success provided that common ordinary good sense is used and particularly that talking about loyalty is not overdone.

We can and should teach a great many things about citizenship, the rights, duties, and responsibilities of citizens. Nothing, however, can take the place of active, personal, responsible participation in the organization, management, and direction of some worthy group enterprise on a genuinely democratic basis. Controls in any form of social, political, or economic organization are the crux of the matter. In nearly every form of organization outside of the purely military, public opinion plays an important role. In democratic organization it plays the major role. The problem of the location and direction of control in a democracy is therefore peculiarly and sometimes almost exclusively a problem of the development and direction of public opinion. What is public opinion and how it is measured? How is it made effective? How can it be improved? What is the place and responsibility of leadership in determining public opinion? How are bad or poor opinions corrected? How can real situations in classrooms, school, home, street, be used for practice? How can divergent opinions be reconciled and a workable plan devised where group action is necessary?

Public opinion is universally regarded as the one final and irresistible

force with which even tyrants and dictators must reckon. It is the bulwark and palladium of democracy. Free expression of opinion is rightly called the cornerstone of our liberty. And yet public opinion is in one sense a pure abstraction. In reality it is merely a greater or less number of individual opinions. Public opinion is a sort of common denominator of a multitude of opinions. The process of discovering the agreements in multitudinous opinion seems to be of extraordinary significance in the development of controls. Strangely enough the techniques for the sorting of good opinions from bad are almost wholly neglected. It is shocking to find such a widespread faith in the mere bulk of opinion. As though by the multiplication of poor opinions somehow a good opinion may emerge. As though lies and falsehoods if only enough people believe them become thereby facts and truth. The sanction of multitudinous error, the deadly miasma that arises from ignorance, are part of the degradation of the democratic dogma.

Boys and girls must have more chance to practice citizenship with satisfaction especially with respect to public opinion, by which is meant their own opinions on matters of concern to them. The various efforts toward student control in this school are entitled not merely to the passive acquiescence of teachers but to their interested and wholehearted support and co-operation. Democracy as it operates before our eyes is afflicted with some malignant ills, one of which is the respect shown to a mere accumulation of worthless opinions. The prevalent belief that solutions for problems can be found by taking a poll, by a majority vote, by a count of noses. "Ten million people can't be wrong," and endless nonsense of that sort. Elections do not provide solutions. Popular votes in a school room or on the national scale have enormous potential values but not in the solution of complicated social, political, or economic problems any more than in the solution of engineering problems. The discovery of what those indisputable values are, of the real dangers with which they are associated, dangers which in the national scene become really terrifying, is to my mind one of the most urgent problems which education should face both in school and college. The complacency with which we accept as solutions the results of Gallup polls is to the writer a terrifying portent. The extent to which our legislators, who should be the leaders and molders of opinion, become docile and slavish followers of mass, or mere mob, opinion, veering with the wind, riding with the tide, is a terrifying fact, ominous for the future of democracy. It has, of course, always been so. Only in these days of enormously accelerated tempo, with new and incredible devices at hand for arousing and recording all the winds of opinion or of passion, it is more so. When we are inclined to lament our demagoguery there is some comfort in the reflection that as a people we Americans take the frenzied words of our political campaigns much as we take our sports with a certain wild robustious humor. The time, however, may well be close at hand when politics must be something more than just another game.

These three suggestions are very closely related. They seem to the writer to be integrated with our national defense. They deal with things of the spirit. They are designed to build a higher and finer morale. "Where shall wisdom be found and where is the place of understanding?" It is no detraction of democracy to discover from experience and to point out unceasingly that the place of wisdom and understanding is not in the Gallup poll or in an election booth. It is not distrust of democracy to insist that wrong opinions even though counted in millions are wrong opinions still and will never add up to right opinions. On no accumulation of error, no matter how mountain high, can one human being ever ascend to truth.

#### FAITH IN THE FUTURE

The comments which have been made about the three things to which education might pay a little more attention may be visionary and impractical. They seem to the writer to be worth thinking about. At least he has been pondering them a great deal for a long time. They have at least given added significance, substance and reality, to his job. They imply a great optimism, a long-range optimism. And just now we need that sort of thing very much. The outlook at the moment may be gloomy enough. But at long range this day will pass. We have been born and we are not done for. We refuse to wear mourning on anybody's birthday.

The ways of some of the world's leaders may be vicious. If the ends they seek are futilities they will in the end crash in irretrievable ruin. But over there German boys are riding the clouds and performing incredible heroisms. Still other boys, Australians, Canadians, British, are also sweeping the skies vying each with each to do the impossible. Gayly as always the young ride forth to death. Tragic beyond all words, sad beyond all tears, utterly futile, incredible waste, the rush of their wings is still the greatest epic of all time.

It may be too late to plead for understanding. But it is never too late for faith. I am sure that the mood in which the teachers of America, the teachers of Collinwood, enter their classrooms today and tomorrow and the day after will be one not of fear and despair but of confidence and hope as leaders in the first line of national defense. Such confidence and hope can be sustained only by an abiding faith in democracy, in liberty, in America, faith in sound ideas and right opinions, but above all, faith in people, faith in the youth we teach, faith in ourselves, faith in the human nature which we share with Japanese, Germans, communists, fascists.

And so in a high mood of hope and faith we commit ourselves in this new year unreservedly to the defense of America by teaching as we have never taught before the characteristics of evidence as a protection against a deluge of vicious propaganda, by building as we have never built before on foundations, both broad and deep, a glowing loyalty to our country and our democratic way of life, and by promoting as we have never yet promoted the practice of citizenship especially in those indispensable techniques concerned with the formation and support of sound public opinion.

## Some Implications of the Eight-Year Study for Secondary Education

WILFORD M. AIKIN

*This article is written by one not only as chairman of The Progressive Education Association's Commission on the Relation of School and College, but also as one until recently a secondary-school principal, deeply conscious of his mistakes and of his lack of insight and vision in the work he tried to do. He writes of the challenge which American secondary-school principals must answer, but does so with sympathetic understanding of the principal, the difficulties of his task, and with full recognition of his great achievements.*

There are fourteen million five hundred thousand boys and girls of junior-senior high-school age in the United States. Just about ten million of them are in school. Of six who enter the junior-high school, or seventh grade, three are graduated from the secondary school; of the three who are graduated from the secondary school *one* goes to college. Where are the other five? What have we done for them?

We have been so much concerned with the *one* that we have not done what we should or could have done for the *five*. In most communities the failure of one of its students in college does more harm to the prestige of the secondary school among its patrons than does its failure to adjust a hundred boys and girls directly to the life and work of the community. This over-emphasis upon the college preparatory function of the secondary school is deep-seated in the American social and educational tradition. All too often secondary-school principals and teachers have accepted or encouraged this distorted view of the school and its responsibility. The result has been disastrous to thousands of promising American youth.

Whatever else the secondary school may provide, there is always the "college preparatory" course. The subjects prescribed by the college are the respectable subjects; those who teach them are the distinguished teachers. Uncounted boys and girls are taking these subjects who have no aptitude for them and for whom the study is a tragic waste. If the school is small, the subjects prescribed by colleges may be the only ones offered, and we should not forget that six of the ten million are in schools of 200 or fewer. But whether the secondary school is large or small, the dominant factor determining the content and organization of the curriculum is preparation for college.

Secondary schools everywhere are caught in this intangible but powerful tradition. It is not easy for the principal to free himself and his teachers from its dominating influence; but if he and his faculty look clearly and realistically at their pupils, examine their lives, homes, problems, interests, abilities, and probable futures, fundamental curriculum revision is bound to result in that school. Any school can do that now if the principal is a real leader, if he is genuinely concerned with the *five* as well as the *one*, but it requires courage, initiative, and imagination.

As the author has worked with colleges and universities throughout this country during the last ten years, he has become quite certain that they do not wish to dominate the secondary schools. However, college administrators and professors usually think of the secondary school only in terms of college preparation; seldom do they realize fully the scope and magnitude of the school's responsibility. It is essential that those responsible for colleges should see clearly the whole task which confronts the secondary school. Then they should consent, not with hesitation and reluctance, but with hearty co-operation, to any change in school and college relations that enables the school to serve better the five *and* the one.

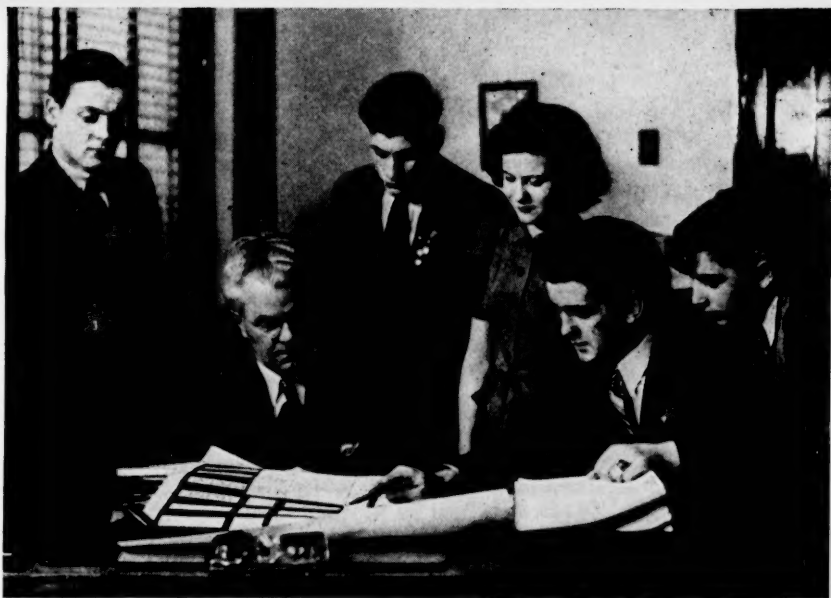
As principals we should admit that we have not done too well in educating the *one* who does go to college. We have taught him the subjects prescribed by the college for entrance, but often he lacks equipment in basic skills, such as reading and writing; he goes to college without clear-cut purpose and without preparation for the freedom, independence, and problems of life and work with which he will be confronted on the college campus. We prepare him to "get into college" rather than to make the most of the opportunities there.

#### INITIATING THE STUDY

The Commission on the Relation of School and College was established by The Progressive Education Association in October, 1930. It grew out of a conviction that fundamental re-construction of secondary education in the United States must come and that it could not be done without the co-operation of colleges and universities. That co-operation agreed to waive prescribed entrance requirements for thirty schools or school systems.<sup>1</sup>

<sup>1</sup>The participating schools are:

- |   |                                      |
|---|--------------------------------------|
| Altoona Senior High School                | Germantown Friends School            |
| Altoona, Pennsylvania                     | Germantown, Pennsylvania             |
| Bladwin School,                           | Horace Mann School                   |
| Bryn Mawr, Pennsylvania                   | New York, New York                   |
| Beaver Country Day School                 | John Burroughs School                |
| Chestnut Hill, Massachusetts              | Clayton, Missouri                    |
| Bronxville High School                    | Lincoln School of Teachers College   |
| Bronxville, New York                      | New York, New York                   |
| Cheltenham Township High School           | Milton Academy                       |
| Elkins Park, Pennsylvania                 | Milton, Massachusetts                |
| Dalton Schools                            | New Trier Township High School       |
| New York, New York                        | Winnetka, Illinois                   |
| Denver Senior and Junior High Schools     | North Shore Country Day School       |
| Denver, Colorado                          | Winnetka, Illinois                   |
| Des Moines Senior and Junior High Schools | Pelham Manor High School             |
| Des Moines, Iowa                          | Pelham Manor, New York               |
| Eagle Rock High School                    | Radnor High School                   |
| Los Angeles, California                   | Wayne, Pennsylvania                  |
| Fieldston School                          | Shaker Senior High School            |
| New York, New York                        | Shaker Heights, Ohio                 |
| Francis W. Parker School                  | Tower Hill School                    |
| Chicago, Illinois                         | Wilmington, Delaware                 |
| Friends' Central School                   | Tulsa Senior and Junior High Schools |
| Overbrook, Pennsylvania                   | Tulsa, Oklahoma                      |
| George School                             | University High School               |
| George School, Pennsylvania               | Chicago, Illinois                    |
| University High School                    | Winsor School                        |
| Oakland, California                       | Boston, Massachusetts                |
| University School                         | Wisconsin High School                |
| Columbus, Ohio                            | Madison, Wisconsin                   |



**Pupils participate with principal and faculty in developing the core curriculum**

Pupils of the Wells High School of Chicago, Illinois, have a definite share in determining, not only the courses they will study, but also what shall be the content of these courses. This is one of the many ways in this school in which pupils learn the ways of democracy by doing.

For the pupils going to college the schools took the responsibility of having them ready for college work, but they were free to do that in the ways that the school thought best for each pupil. For those not going to college the schools were entirely free, in practice as well as in theory, to provide experiences appropriate to individual and group needs. The schools found themselves challenged to reconsider their whole obligation to their boys and girls and to American society. Their attempts to meet this challenge have resulted in the greatest period of growth in each school's history. Since the colleges were no longer telling them what they *must* do, they had to decide what they *should* do. They found the answer in a fresh study of the needs of youth in a democratic society.

This article does not permit a detailed report of the changes in curriculum, methods of teaching, and administration which have come in the Thirty Schools. These will be told fully in the volumes which will be published about a year hence in the formal report of the Commission's work. However, it should be stated here that the new work developed in the schools has just as great significance for the non-college students as for those who go on with their education in college.

I have been asked to report in this article upon the results of the evaluation of the work of the participating schools. Our attempts to get at results have two major aspects: new types of evaluation in the schools and investigation of the success of students in their work in college. The Commission has recognized from the beginning that it has a real responsibility to discover and report the effect of changes in the schools upon the lives of boys and girls. It seemed possible to discover, while the pupil is still in the



secondary school, whether he is making progress toward the goals the school considers important. Our Evaluation Staff, in co-operation with teachers in the schools, has developed and used extensively new tests or instruments of evaluation in areas hitherto considered too intangible for paper and pencil testing. By this means the schools have been greatly assisted in measuring pupil growth toward such objectives as social sensitivity, appreciations, logical analysis, application of principles, interpretation of data, and extent and depth of interests.

These new instruments of evaluation have been extensively used in the Thirty Schools and in many others. They are available for further use and may be secured by writing Dr. Ralph Tyler, Chairman of the Department of Education, University of Chicago. It is important to note that teachers have shared in developing these measures of results. One of the most important gains, aside from the tests themselves, is the skills teachers have developed in devising measures appropriate to the purposes of instruction.

The study of the success of students in college was undertaken seriously because it has been assumed that satisfactory work in the Liberal Arts College depends upon satisfactory work in certain prescribed subjects in the secondary school. That is and has been for generations the basis of school and college relations. The Commission and the schools wanted answers to such questions as these:

Does success in college depend upon the study of a certain pattern of subjects in high school?

Is a student handicapped in college if his work in school does not follow the prescribed pattern of subjects and units?

May the secondary school adapt its work to individual interests, abilities, purposes and needs, and still have its students equipped to do college work satisfactorily?

More specifically, are three units of mathematics, two or more units of foreign language, single units of science or history essential as preparation for college?

#### ACADEMIC ACHIEVEMENT

The first class in the Eight-Year Study entered college in September, 1936, and graduated last June. The fifth class began their college careers last September. Approximately ten thousand boys and girls from the Thirty Schools have now been admitted to two hundred and fifty colleges. About two thousand of them have been carefully studied over a period of four years by a competent, impartial staff chosen from college faculties.

The students whose college careers were followed were in men's colleges, women's colleges, co-educational, privately endowed colleges, and state universities. For purposes of comparison, each pupil from the Thirty Schools participating in the Study was matched with another pupil of the same age, sex, home and community background, and of the same scho-



lastic aptitudes. The "matchees" came from schools not in the Study and followed the pattern of subjects prescribed by the college for admission. Results can now be reported.

1. On the basis of grades, students from the Thirty Schools did fully as well as those with whom they were compared. Whatever difference there is in grades is in favor of the students in the Study, but the difference may not be statistically significant.
2. The students from the six schools which departed most markedly from the conventional curriculum made decidedly better grades than their matchees.
3. Forty-six students who had no mathematics in the secondary school beyond the ninth grade did better than their matchees in all subjects including mathematics.
4. There is no discoverable relationship between the pattern of subjects taken in school and student success in college.
5. The evidence indicates clearly that if the secondary school knows its students well, counsels them wisely, gives them, in and out of the classroom, experiences which promote their growth and meet their needs, those who go on to college will do well.
6. Without competence in the use of the English language in reading, speaking, and writing, the student cannot do college work satisfactorily. This is the one ability clearly essential, but conventional secondary-school English courses seldom develop that ability fully.

#### OTHER ACHIEVEMENTS

In addition the college staffs made a report of the results of their study in terms other than academic records. The data were drawn from the responses of several hundred matched pairs of students. Each graduate (from one of the Thirty Schools) who has been interviewed had been matched with a student who was of the same sex, age, and race and who was similar in respect to scholastic aptitude, interests, size and type of home community, and socio-economic status of family but who was not a graduate of a special curriculum group in any of the Thirty Schools.

The following report of findings refers to the relationship between the responses of the special curriculum pupils and their "matchees" in all cases where *both* members of a pair supplied the requested data. The letters "S" and "C" will hereafter be used to indicate the special curriculum graduates and comparison students respectively. Questionnaires were received from 416 such "matched pairs" of freshmen in the autumn of 1938 and 345 pairs in the spring of 1939, and from 205 pairs of sophomores in the spring of 1939.

1. *Distribution of Time:* Only insignificant differences between the S and C groups were reported in respect to hours spent in study, class, commuting, and outside work for self-support. At one university over forty-two per cent of both groups reported outside work. The proportion of students working in other colleges were: midwestern state universities twenty-one per cent, northeastern men's colleges nineteen per cent, northeastern women's colleges eighteen per cent, and co-educational endowed colleges sixteen per cent.
2. *Organized Campus Activities:* Substantial differences between the freshmen S and C groups are found: the S group indicates not only more

liking for organized activities but also more frequent participation in a wider range of activities than the C group. The C group had many more dislikes.

3. *Informal Activities and Hobbies:* Every summary shows the S group to be more active in (a) "intellectual" hobbies like writing, independent study and research, (b) both creative and appreciative aesthetic experiences, (c) such "passive popular" activities as listening to swing music on the radio, watching athletic contests, and (d) the strictly social pastimes, such as dancing and dating. Only in informal sports and in such "home" activities as cooking, housekeeping and gardening are the two groups equally active.
4. *Problems:* In the autumn the S group reported considerably fewer problems in the areas of study methods and organization of time. The S group had relatively more trouble with "emphasis on memorization," "little free time," and "many activities." The C group more often met difficulty in "organizing material," "lack of guidance," few activities, note-taking, study environment and determining vocational aptitudes.
5. *Radio Programs:* The S group regularly reports more programs of symphony and classical music, more dramatics, and more forums and speeches. The C group lists more variety programs.
6. *Concerts, Lectures, Plays, and Movies:* In the freshman class the S group indicated wider variety of interests by listing more concerts, lectures and plays. The C group attended more movies. In the sophomore class there were no appreciable differences.
7. *Magazines and Newspapers:* There were no marked differences in the number of magazines read by the two groups. The freshman S group lists more "elite and smart," special interest (as photography), and miscellaneous magazines. The C group reports more popular weeklies, popular monthlies, and monthly reviews. There were no appreciable differences in the number or type of newspapers read by the two groups. By and large the students tend to read papers which are convenient or with which they are most familiar.
8. *Books:* The students in the S group read slightly more books apart from course requirements. The most frequently listed books were, in order, *Rebecca*; *All This and Heaven Too*; *With Malice Toward Some*; *Listen, the Wind*; *The Citadel*; *The Yearling*; and *My Son! My Son!*
9. *Adequacies of Secondary-School Background:* The freshman C group more often emphasized good courses and quality of instruction, while the S group was more concerned with *study tools* and *methods* of work. In the sophomore group the S's emphasized training in independent work and independent thinking, the broad range of interests and appreciations, and the preparation for responsibility.
10. *Deficiencies of Secondary-School Background:* The freshman S group more frequently mentioned a lack of preparation in English composition, and considered themselves inadequately prepared for various characteristics of college, including examinations, impersonality of teaching, grading systems, type of study and classes, and the factual background demanded. The C group more often felt that they had received poor training in independent work and in research methods, and that the secondary-school-college transition was made more difficult because secondary-school work was too easy. The C students also noted that they had not developed good study habits, and that the quality of high school teaching was poor.
11. *College Ideal:* The sophomores were asked to indicate what objectives they thought the ideal college education would help them to achieve. The two groups combined listed the following items, in order of frequency: get vocational training, acquire a broad and deep general knowledge,

develop the ability to live and co-operate with others, learn to think critically, find values and ideals in life, learn to adjust easily, make social contacts, and acquire the ability to understand contemporary affairs. Of these the S group more frequently mentioned developing discriminating cultural tastes and acquiring a broad and deep general knowledge while the C group more often noted the desire to learn to think critically and to develop a sense of values and philosophy of life.

12. *Success and Failure of College:* The students in each group mentioned most frequently that they were getting a start toward broad knowledge, were making some progress in vocational training and in learning to adjust to others more readily. The S group more often mentioned the factor of broad knowledge and social contacts. The C group more frequently felt they were learning to adjust to new environment, to think effectively, and were obtaining leisure time skills. In general the students were less expressive about the ways in which college had failed to help them.
13. *Satisfactions of College:* There were no appreciable differences between the satisfactions listed by the S and C groups. About one-fourth of each group expressed pleasure with having achieved some measure of intellectual growth, and with having made new friends. Almost ten per cent of each group also noted their satisfaction with the freedom from close supervision and with the feeling of adulthood which was provided by being at college, with their courses, and with the discovery of their ability to get on with different types of people. In contrast to the responses of these freshmen, it is striking to note that only one-tenth of the sophomore S and C groups expressed satisfaction with factors of intellectual growth or accomplishment. Three times as many students mentioned social contacts and making friends as a satisfaction.
14. *Disappointments of College:* Only about one-third of the students in the S and C groups made special comment about the things which disappointed them. Of those who did respond, more students in the S group noted the lack of contact with the faculty, and the conduct of students. More of the students in the C group were disappointed with courses, with their failure to acquire a broad view and understanding, and with their grades.
15. *Summary:* In terms of the criteria of college success which were outlined by the college representatives at the outset of the college follow-up and in terms of the suggestions made by several of the heads of the Thirty Schools, it is apparent that the students from the Thirty Schools have shown themselves well prepared for and successful in their college pursuits.

#### WHAT IS SUCCESS IN COLLEGE?

What is the true basis for success in college? While the question cannot be answered fully here and now, it can be said with assurance that these qualities are necessary:

1. Competence in the use of the mother tongue.
2. Clear-cut, definite purpose.
3. Adequate scholastic aptitude.
4. Some measure of intellectual maturity.
5. The ability and habit of seeing a tough task through to completion.
6. A deep sense of personal and social responsibility.

The next step for colleges and schools is to examine more fully the real bases for achievement at both levels, to state them clearly, and then go to work intelligently and courageously to find better ways of establishing

them. No longer can colleges honestly prescribe a certain pattern of subjects and units as a sound basis for school and college relations.

The results of this Study have broad and far-reaching implications. To the writer the most significant is that the American secondary school *can* fulfill its entire responsibility to all youth, to the *five* as well as to the *one*. It is established beyond question that the secondary-school curriculum need not be bound by conventional patterns of content or organization. Whatever experiences will best meet common or individual needs should comprise the curriculum. Meaningful work appropriate to each student's ability, maturity, and probable future should mark every day of his high-school career; striving for credits to be stored up and used as counterfeit coins to pay one's way into college should cease.

Secondary schools can be trusted by the colleges with a greater measure of freedom. The experience of the Thirty Schools shows that freedom generates a greater feeling of responsibility and power to use freedom creatively. Under such conditions schools come alive, and the latent capacities of teachers and administrators become fully employed in the challenging task of reconstruction.

To the writer's mind it is of great importance that a large measure of the freedom which the schools participating in this Study have enjoyed should be extended to hundreds of competent secondary schools throughout the country. He hopes it will be possible to bring together at the Atlantic City convention a nationally representative group to consider plans looking to a new and sounder foundation of school and college relations and a new and more significant basis for graduation from the secondary school, such as that presented in Will French's challenging article in the December, 1940, issue of *THE BULLETIN*.

We are all concerned these days with the defense and integrity of our life as a nation. Surely our most challenging and useful service as educators is to re-construct secondary education so that every pupil in our schools has every day the kind of experience that has meaning for him, that develops his powers fully, and that equips him with the qualities and understandings necessary for him to share responsibly in achieving more fully the kind of life for which we as a people have been striving throughout our history.

The secondary-school principal has an inescapable responsibility for the educational leadership of his faculty and community. This is his primary duty, but he usually becomes so involved in the operation of the organization or "machinery" of the school that he fails to perform his chief function. If he himself is a serious student of the purpose of education in American society and if he is constantly stimulating his teachers, capitalizing upon their ability to think and to act, his school will have vitality.

## School Spirit in a Democracy

C. B. WILSON

*Principal of the Carr Central High School, Vicksburg, Mississippi*

From newspapers we read that certain leaders are making strenuous and special provisions to obtain and keep *proper morale* in their armies engaged on the European battle ground while at the same time they are attempting to break down that of their opponents. Before our recent bowl football games the sports writers included in nearly every article some notation concerning the *frame of mind* or spirit of the various teams with the implications that one team with proper spirit would have an advantage over another without such spirit. Business concerns possess their own unique *manner of doing business* that either attracts or repels customers. In conversations concerning schools an almost universal question is touched upon when considering the question of what kind and in what amount does the particular school possess School Spirit. The State Department of Education in Mississippi required that "A good intellectual and moral tone should obtain in the school" before a secondary school can be accredited. These various names of morales, frame of mind, names of doing things, and school spirit are terms quite often used to describe the atmosphere, tone, or feeling with which a particular group does or attempts to perform some task involving co-operation among members of the group.

It might be well to note that these terms are used in describing a situation where some action takes place. It has been noted, probably since the beginning of man, that men have approached tasks in different frames of mind. Too, it has been noted that the manner in which this task was done and the final outcome rests to a very large extent upon this frame of mind. The word *spirit* with its many modifiers is often used to denote that this frame of mind is present and is a very large factor in any accomplishment.

In a life or death affair, as two armies equal in size and armament arrayed for battle might present, good morale is of utmost importance. Without any serious doubt the army that enters wholeheartedly into the battle against a foe who doesn't care to be fighting would emerge victor. Leaders of such armies use all kinds of methods to obtain the proper fighting spirit in their men. Propaganda of all sorts is used, money is not spared, the most intelligent men in the army are used to apply the devices. Such intensive study and application of ideas are examples of the importance men attach to this frame of mind.

Upsets in the game of football are quite common. A very large portion of these are attributed to the win spirit of the victor and a more or less lacadaisical spirit of the loser. Coaches of football teams are accused of *pointing* for certain games. This pointing seems to be a process of building a better spirit for winning a particular game and then allowing it to languish. The inference in this connection is that a football team cannot

maintain a consistently high spirit over a somewhat long period of time.

Certainly, a leader of any group attempting an enterprise takes into consideration this frame of mind and goes to great length in attempting to obtain the frame of mind or spirit deemed essential for the performing of the job at hand with the highest efficiency and the best outcome possible.

#### DETERMINING SCHOOL SPIRIT

How can a person in authority determine when he is obtaining better school spirit, when he has obtained a good school spirit, and in what manner can he tell how good this spirit is on a particular day, week, or other time period? Certainly there is a fluctuation in the type and amount of spirit shown by a student body. The day of a big game, the day before a holiday, the first week of school, a very warm day in spring, the day of a local catastrophe, the day a very popular pupil or teacher dies, in fact, every day will have its ups or downs in the frame of mind with which a student body approaches its daily work. In measuring definitely and concretely anything where the human mind, feeling and emotions are involved, an almost impossible hurdle is approached. However, some judgment can be passed on actions and looks of pupils as they live within and without the school building. Assuming that school spirit can be measured by action criteria, one can arrive at a fairly accurate conclusion concerning school spirit. However, to attempt to say that a school has eighty-three per cent of a perfect school spirit would be somewhat extreme. The three divisions of poor, fair, and good might well be used to denote the degree of school spirit as obtained in a particular school. Too, in properly evaluating school spirit a minimum time of several days taken over different periods of the year would probably serve best from the time basis.

What appearances of student body and building and what actions might be observed to obtain a measure of school spirit? It should be remembered that in most cases when the whole is subdivided for measuring purposes difficulties arise. Too, it might be said that if you have a good school from the standpoint of teachers, building, and equipment, other phases will also be good. Certainly a good spirit will not be obtained where there is consistently an underfed, poorly clothed group comprising a large percentage of the student body. The problem of proper food and clothing, and all component parts of good health, is an everlasting problem and one receiving major emphasis in our national scheme at present.

Closely allied with the food and clothing aspect is that of peace and security in the homes of the pupils. It is a rather difficult problem for a pupil to come from a home of dissention and uncertainty to school and join whole heartedly in a common enterprise. We might say that an examination of pupils through observation of health appearances, type and amount of clothing, worried or abstract looks, would lead to one proper index on which to judge school spirit.

A clean, tidy, and well-arranged building is another index to proper spirit. A person who has been in contact with a school which has had a



**A problems of democracy course under pupil direction.**

Pupils in the Newton, Massachusetts, High School investigate and discuss civic problems in a realistic manner. A principle in democracy is practiced by the fact that they are in charge of the classroom discussions of all problems. Thus, qualities of sympathy, industry, tough-mindedness, straight-thinking, tolerance, and open-mindedness, and abilities in conversation, discussion, and civic participation are developing under natural real-life situations.

new building erected or remodeled could not help but observe a different spirit among its pupils. Certainly in pleasant surroundings there should be a more cheerful and intensive application to work at hand by pupils.

A good faculty, of course, is essential to anything proper in a school. The many phases of good teaching such as scholarship, and method, will profoundly affect pupil actions. Two factors that particularly affect pupils are cheerfulness and fairness. A grouchy teacher or one that shows favoritism can easily throw a whole student group into turmoil.

The type of work offered to pupils and their success with this work influences for good or for poor spirit. Work that a pupil feels no need for and work with which he can have little or no success in receiving a passing mark when marks are given, certainly paves the way for a discontented uninterested student body. Again, the participation and amount of satisfaction derived from the so-called extra-curriculum activities can well be used as an index of school spirit.

The amount of tardiness and unexcused absences might well be taken as another index. Pupils who like to go to school and have punctual habits certainly reflect a spirit which deserves to be noted as good. The atmosphere of study halls, libraries, classrooms, assemblies, cafeterias, and other school gatherings is perhaps one of the best indices of school spirit. A reasonably quiet, orderly atmosphere, general use of time for study, proper applause, concerted attention to speakers or performers, and such outward evidences of good habits reflect without a doubt a good school spirit.



## WAYS TO OBTAIN SCHOOL SPIRIT

The term school spirit has been too often used to designate the percentage of pupils attending an athletic contest engaged in by that school and the amount of noise made at that contest. Obviously, the amount of support given school activities by the student body is a proper index of concerted action necessary in a proper spirit. However, a winning team with the student body basking in its glory can too often be taken as the sole index of sound school spirit and the school be entirely over-rated. An athletic team, whether a winner or loser, playing the game for all it is worth can well serve as a nucleus or a focal point of school activity and consequently proper school spirit. This is true in varying degrees among such groups as debate groups, and dramatic groups. Probably in the majority of cases the type of performance exhibited by athletic teams, bands, and such groups is largely due to the type of spirit manifested in the school.

It seems that the schedule of work used by the army to incorporate good morale might serve as an excellent pattern for those connected with public schools. That schedule of regular habit, good food, proper clothing, purposeful work, recreation at the opportune time and of the proper kind seems to serve its purpose well with a large group of men. Probably three or four phases would need particular attention. Group singing is perhaps one of the best methods of instilling group comradeship. Social dancing is perhaps one of the best types of relaxation as well as one of the best training grounds for social graces. Motion pictures serve as an excellent diversion for relaxation as well as other types of instruction. Surprises that are small matters in themselves serve to keep a lightened spirit if not used too often. One phase of school work not served too well in the army would be student voice or student representation in planning their own work. A well-organized student council is well worth consideration in any school. Such an organization can work wonders in certain situations. As a word of caution, it is well to remember that anything arrived at too easily or received without any effort on one's part is not helpful in high opinion. In all phases of school work it is well to make definite plans that pupils in some manner earn to some degree any favor or opportunity that might be placed before them. It is certainly wise for a school administrator to be sensitive to the fluctuations that seemingly are bound to occur in school spirit and set up systematic means to keep this spirit at a reasonably high level.

## Guidance Objectives in a School Program

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The term guidance is old and yet new in the many implications attributed to it and the expansiveness of its definition. In the pre-school field guidance has been thought of as child development; in the elementary school, as child guidance; in the secondary school, as guidance; and in the college, as personnel work. An increasingly popular term is the individualization of education.

At first, guidance was vocational and educational only in its implications; however, as the field developed, workers came to recognize that much more was included and that in its many phases the different fields were inseparable. Consequently, the concept of guidance has expanded to include individual development through many life activities. Today guidance is considered to have not only educational and vocational phases but many others as well, such as, citizenship, home relationships, guidance in right doing, guidance in co-operation, personal well-being, leisure, recreation, and wholesome and refined action.

One may rightfully ask, what has led to this expansion in the concept of guidance? First, the emphasis on the whole child that has permeated the philosophy of education has drawn attention to the psychological and physiological unity of the individual. Since guidance is concerned with people, it must of necessity consider the interrelated aspects of personality. Second, practical experience has led to the expansion of the meaning of the term guidance. In discussing problems with individuals it has been found that many factors are involved in a final solution of those problems, including social, economic, emotional, and many others. Guidance has become as many sided as the individual.

The fulfillment of the guidance objective is to be considered in its relationship to the educational objective. The task is not one belonging to a single individual or a few persons, but to the school organization as a whole with a large measure of responsibility placed on the home-room and classroom teachers. It should be understood that complete development of the personality is not accomplished in the work of one department. Pupils, teachers, formal and informal groups, curriculum, administration, and all other factors and agencies which make up a school must work together. Guidance objectives are to be attained only by using the complete school organization.

From what has been said it should not be concluded that there is no place in the school for person-to-person guidance relationships, or for a guidance department as such. It is in fact essential that "guidance in this sense must be available to all students. But in and of itself it does not

suffice. A school that institutes such a guidance program and goes no further makes its bow to meeting the needs of individual students, but in a vital sense it fails to assimilate the full implications of individual development for education. The guidance or mental-hygiene point of view—its recognition of, the complex wholeness of the personality at all times, its attention to the uniqueness of the individual and his problems, its steadfast concern with realities as these are felt by the student—must come to pervade every department, activity, and relationship of the school. Only thus can either the goals of guidance or those of education as here conceived be achieved.<sup>11</sup>

This brief statement is given with the hope that without extensive elaboration a background may be provided for understanding the guidance organization in the Will Rogers High School. It is made in the belief that the philosophy implied will predominate in the development of secondary schools in a society that espouses the democratic ideal. The organization itself is tentative and subject to change. Without doubt recognition of new principles, achievement of greater insight, enlargement or change of staff and many other factors will make alterations necessary or desirable.

#### WHAT A GOOD PROGRAM OF GUIDANCE SHOULD DO FOR PUPILS

An effective guidance program will so guide and direct each pupil that he will preserve and improve his personal integrity and will progressively develop power as a self-directing, socially adjusted person who has well-defined, worth-while interests and a technique for developing them in relation to vocational, avocational, and civic-social-moral activities. In order to enable him to accomplish this end it must do the following things for him:

1. Each pupil should be provided with a well-trained, sympathetic, understanding counselor of wholesome personality.
2. A situation must be provided in which each counselor may become thoroughly acquainted with each pupil in his counseling group, and in which the attitudes of sympathy, understanding and trust so necessary for effective guidance can be mutually developed between counselor and pupil.
3. Time must be provided for the counselor to confer individually with pupils under conditions favorable to dealing properly with their problems.
4. Situations must be provided that will stimulate and enable the pupil to discover, and appraise his abilities, needs, problems, and interests.
5. Provisions should be made whereby pupils will obtain positive educational help.
6. Provisions should be made for use of the school's information about its pupils as a basis for systematically adapting its teaching to the individual pupil's particular needs.

<sup>11</sup>Zachry, C. B., Thayer, V. T., and Kotinsky, R. *Reorganizing Secondary Education*. New York: Appleton-Century, 1939. Pp. 364-365.

7. Activities should be provided through which all pupils have an opportunity to make wholesome adjustments in relation to their normal urges and desires.
8. Pupils who are drifting into undesirable ways of behaving should be discovered early and helped to modify their habits before they cause serious difficulty.
9. All pupils should be assisted in taking advantage of the community and school resources for wholesome activities and experiences.
10. Pupils not going on to higher educational institutions should be given help in making their first out-of-school adjustments.
11. Pupils should be motivated to set up life purposes that are in harmony with social welfare and that are in keeping with their individual interests and abilities. They should be assisted in planning a course of action that will permit them to realize these purposes.
12. Pupils should be assisted in acquiring a technique of making adjustments to unfavorable aspects of their environment which either temporarily or permanently offer little prospect of being improved. This should be supplemented by techniques for making changes in the environment when such changes are desirable and possible.
13. A wealth of information must be made available to pupils relative to educational, vocational, and recreational opportunities in their city, their state, and their nation.
14. A systematic effort should be made to supply wholesome recreational contacts for pupils just out of school.
15. Pupils should be assisted in overcoming difficulties which hinder them in attaining worthy life purposes decided upon by themselves.
16. Pupils should be trained in the process of evaluating their own progress in attaining worthy life purposes.
17. A comprehensive, cumulative record of the achievements, experiences, behavior, characteristics, and social situation of each pupil must be kept and made available to his counselor or counselors in order that the necessary knowledge may be gained to direct the pupil and to enable him to direct himself.
18. The program of the school must be sufficiently flexible to permit the pupil to take advantage of activities which offer opportunity for him to make desirable adjustments and to attain worth-while achievements.

#### GENERAL GUIDANCE OBJECTIVES

The Will Rogers High School is making a real effort to accomplish these aforementioned general principles. As a result it has established a number of general objectives which might be summarized as follows:

1. To make it possible for the teacher and pupil to know each other better, thereby providing a friendly and understanding counselor for each pupil during his school career.
2. To build up in the school and in the community a morale and understanding which make possible an effective guidance program.

3. To recognize the needs of the community and state, and to help the pupil to see how he may supply these needs by actively participating in the democratic procedures through which the school is being built.
4. To provide for placement and follow-up work (both of graduates and non-graduates) which will be advantageous to the pupil, school, and community.
5. To encourage young people wisely to choose and engage in wholesome leisure-time activities.
6. To advise with pupils and assist them in deciding upon the career which they are best fitted to follow.
7. To cause pupils to recognize the importance of developing a sound, healthy body.
8. To stimulate each pupil to study and practice right social-civic relationships in the school so as to foster his development toward a more mature participation in a democratic society.
9. To develop the pupil to a point of self-direction such as will enable him continuously to re-adjust himself in a world of constant change.
10. To enable the pupil to choose wisely his work in the secondary school so that he may be guided most intelligently into the work for which he is best fitted.
11. To stress the importance and the dignity of honest, worth-while work in all walks of life.

#### ORGANIZATION FOR GUIDANCE

In so far as it is humanly possible and at the same time not become formalistic through over-organization, a somewhat clear-cut line and staff organization has been set up in the school as a means to expedite the handling of guidance problems as they arise and to unify all procedures within the school while contributing to its guidance function. The assistant principal is chairman of the school-guidance committee and is through the principal responsible for the guidance program. This school guidance committee operates in conjunction with the deans of boys and of girls. The guidance committee works through the director of the extra-curriculum activities, the school librarian, the class director, and the school registrar. These in turn reach the pupils through the regular classroom and home-room teachers. Every opportunity is taken to use the services of all auxiliary agencies such as the attendance and home visitors, the health service, the testing bureau, the school placement and follow-up service for graduates and school leavers and part-time pupils, and the Parent-Teacher Association Guidance-Contact committee. All members of the staff and auxiliary agencies co-operate in the development of the guidance program. Thus through this definite effort on the part of the school to unify all undertakings of the school by capitalizing upon any possible contribution to guidance they may have, an effectively functioning guidance program is being progressively developed from year to year.

## How Democratic Are Student Activities in Our Schools?

*A Report of a survey of the opinions of secondary-school principals in regard to student activities by the Committee on Student Activities of the National Association of Secondary-School Principals composed of*

EDGAR G. JOHNSTON, *Professor of Secondary Education, University of Michigan, Ann Arbor, Michigan, CHAIRMAN.*

OWEN A. EMMONS, *Principal, Cooley High School, Detroit, Michigan.*

GALEN JONES, *Principal, Plainfield High School, Plainfield, New Jersey.*

JOHN E. WELLWOOD, *Principal, Central High School, Flint, Michigan.*

BERTIE BACKUS, *Principal, Deal Junior High School, Washington, D. C.*

In the fall of 1939 the above Committee on Student Activities was appointed to continue study of problems in the field of student activities for the National Association of Secondary-School Principals. It was the feeling of the committee that its initial task was to secure an expression of opinion by the membership concerning general principles which should underlie policies of the National Association of Secondary-School Principals in relationship to the state associations and to individual schools. There was available for this purpose the report of a previous Committee on Student Activities published in the May 1938 issue of *THE BULLETIN*. There was also available as machinery for securing representative opinions the system of state co-ordinators of the Discussion Group Project of the Association.

A summary of the recommendations of the earlier report was sent to each state co-ordinator with the request that he secure widespread discussion of the report at discussion group meetings or professional gatherings in his state and send the returns of this survey to the chairman of the Committee. Through the co-operation of the state co-ordinators, returns were received from twenty-five states and the District of Columbia. The plan followed for securing representative opinion varied in the several states. In some instances the state co-ordinator canvassed all members of the Association and summarized the returns together with illustrative comments. In other cases, a similar canvass was made at the time of state or regional meetings. In one state the co-ordinator submitted returns from the opinions of twenty-three regional chairmen who had been asked to secure an expression of opinion from principals in their districts. In some cases questionnaires were distributed to all members of the state associations and returned directly to the chairman of the National Committee. In a few instances it was not feasible for the chairman to present the materials to the members of his association and the returns represent the best judgment of the co-ordinator as to the attitude of his group. As a whole, the canvass of membership and discussion of the proposal was sufficiently widespread to justify the Committee's conclusions that returns represent the considered opinion of the membership.

The earlier report was divided into two sections, one presenting *basic principles which should underlie Association policy*, and a second, *recommended policies*. The latter presented specific recommendations growing out of acceptance of the basic principles or bearing on questions which had

been referred to the committee for its decision. The report which follows summarizes membership opinion in regard to the basic principles and the specific recommendations. Since these statements had to be somewhat abbreviated for the purpose of the survey, the reader is referred to the original report<sup>1</sup> for a fuller statement of the principles involved.

Replies were summarized for each state and for the District of Columbia and the returns considered as a vote of that state for or against a specific proposal. Where opinions of principals within a state were not in agreement, the majority opinion was taken to represent the state vote. The vote by states is given following each proposed principle below. A number of returns included extensive comments on particular items. Some of the more representative of these are included in the present report. Commenting on the project as a whole, Elmer Cook, Co-ordinator for Arkansas, says:

For some years I have been definitely committed to the general policy of curricularizing extracurricular activities. I have never been able to see the wisdom nor the necessity of administering and supervising a dual system of instruction. I think the high school has the serious obligation of giving attention only to that which is either directly or indirectly educational. As an educational institution, therefore, the high school must consider all of its program of activities as education.

#### BASIC PRINCIPLES

1. *The National Association should encourage schools to organize effective programs of extracurriculum activities.* (Approve—26; Disapprove—0.)

This principle found general support from the secondary-school principals. Replies to the questionnaire indicated that increased encouragement and assistance from the national organization would be welcome. At the same time, the point is stressed in several replies that the National Association should assist in an advisory capacity and should not assume the responsibilities which appropriately belong to state organizations and to local schools. The point is stressed that there should be a closer relationship between curriculum and extracurriculum activities. Comments from three members:

"Not only encourage such organization but suggest solutions for problems confronted by small schools in the activity program."

"Approve if the school organizes extra-curricular activities for general participation and not for the exploitation of a small 'super-efficient' group."

"There should be once a week a period of about forty minutes for clubs and organizations during school hours."

2. *Schools should be encouraged to give increased attention to the activities of outside agencies which affect secondary-school youths, both to capitalize on such a contribution to the total educational program and to minimize or eliminate undesirable influences.* (Approve—25; Disapprove—0; No Opinion—1.)

All states approved the principle with some dissent in individual replies. In general, opinion approved a greater degree of co-operation with

<sup>1</sup>"Report of the Committee on Pupil Activities," *Bulletin of the Department of Secondary-School Principals*, 22:75, May 1938, pp. 42-48.



other youth-serving agencies in the communities. It is evident that there is increasing recognition of the school as *one* of the agencies of the community to provide for youth and of the importance of co-ordinating its efforts with those of other groups. At the same time, some members are alert to possible dangers in the subordination of the function of the school to the aim of special interest groups. Comments from three members:

"Much caution is needed to prevent their disrupting a good educational program."

"Approve because we have to do this whether we want to or not."

"Since a good school system utilizes the life of the community to enrich its curriculum, it must be concerned with the agencies outside the school."

3. *Increased attention should be given to providing youth actual participation in civic responsibilities both within the school and through practical contributions to community improvement.* (Approve—26; Disapprove—0.)

There seemed to be a general awareness of the lack of vital contact with learning opportunities outside the school and actual practice of civic responsibility. The New York Regents' inquiry has brought home most clearly the failure of schools to develop "social competence." It is evident that the secondary-school principals canvassed by the Activities Committee are eager to assume a more active role, but desire leadership and suggestions as to specific ways in which this responsibility may be carried out.

Comments of five members:

"This will be a difficult thing to do, but is one of the greatest needs of young people everywhere."

"The school must be alert enough to take the leadership before someone else tries to get it."

"Youths' common remark is that we train them for everything but life itself. Nearly every student can tell you how your state and national government functions, but few of them know about the government of their own local communities."

"Easy to approve, but hard to accomplish. We need a lot of accounts of successful actual cases."

"The only way to obtain better results in community politics."

4. *The school should make definite provision for adequate supervision of activities sponsored by the school. Responsibility for supervision of activities should be considered in judging "teacher load."* (Approved—26; Disapprove—0.)

There was little opposition to the principle that the school has a definite responsibility for supervision of activities permitted under its jurisdiction, or that every teacher should consider sponsorship of activities as much a part of his professional responsibility as class-room instruction. At the same time, it was clear that appropriate recognition of increased demands on teacher time and energy has not been given. If activities are to receive the wholehearted co-operation they deserve, it seems evident that administrators and the public must be willing in the determination of "teacher load" to consider the demand on teacher time and energy which activity sponsorship entails. Comments of four members:

"All pupil activities should be a part of the school's regular program of instruction and therefore supervised as such."

"I certainly feel that sponsorship of worth-while activities is as important as teaching in the classroom."

"Boards of education and the public must be made aware of this *real* need."

"This philosophy seems to be gaining headway, although limited budgets operate to retard its spread."

5. *This school program should be so organized as to permit a maximum degree of pupil leadership in planning and carrying out activities and in evaluating outcomes.* (Approve—25; Disapprove—1.)

Some disagreement was evident in regard to the philosophy enunciated in this principle. Many commentators felt this to be an urgent need in the secondary schools today. The increasing focus on the school's primary responsibility for developing the attitudes and skills essential to the effective functioning of democracy is reflected in the comments received from principals. On the other hand, many expressed some concern over the dangers involved in allowing pupils too much freedom in determining policies and evaluating outcomes. Perhaps the most appropriate comment is that found in the reply of one co-ordinator: "An educational program must precede the above." The challenge is very real to the American secondary schools to give increased attention to the conditions essential if democratic participation of pupils in the life of the school is to be effective. Comments from six members:

"I believe that always the leadership of dependable pupils can be brought out by responsibilities. Never should the teacher attempt to glorify himself or herself by being the leader. I value greatly a teacher who only comes to the front to advise and direct, then makes leaders of the pupils."

"Pupil participation too often means faculty shirking."

"Most students are too immature to assist in planning activities or evaluating outcomes."

"This should be the whole aim of education, but care must be exerted to see that it is leadership in the right direction."

"This all depends upon your definition of *maximum*. Children need guidance and adult judgment or authority to fall back upon."

"Would approve, if the word *co-operation* or *participation* were substituted for *leadership*."

6. *There is danger that organizations developed to promote a particular phase of extra-curriculum activities may overemphasize that activity to the detriment of the program as a whole. Both individual schools and the state and national associations should exert their influence to prevent undesirable specialization.* (Approve—26; Disapprove—0.)

The comments on this principle indicated concern over the development of national organizations interested in a special phase of the activity program. At the same time, there was a good deal of sentiment for leaving the responsibility for curbing these activities to the individual school. Comments from four members:

"Approve—adjustment of emphasis can best be made by the individual school."

"Just now athletics and music activities have to be carefully regulated to avoid overemphasis."

"I agree with this statement wholeheartedly. The responsibility must rest primarily with the individual school."

"In Nebraska, the State Departments of Superintendents and Principals forced the organization of a State Activities Association which attempts to co-ordinate all of these activities and eliminate overemphasis. Perhaps we need something of this kind in our national setup to co-ordinate athletics, debate, journalism, music, and so forth. Have we developed 'vested interests'?"

7. *Both in the case of athletics and of other phases of the activities program, there is danger that the competitive urge may be allowed to overshadow more important outcomes of the activity and to limit the extent of participation. The influence of the Association should be directed towards preventing overemphasis on competition.* (Approve—26; Disapprove—0.)

There was very general recognition of the problem presented in this principle and an evident desire to curb overemphasis on competition. It is clear that most principals see values in competition appropriately controlled, but feel the need of reducing the emphasis on successful competition which exists at the present time. Comments from six members:

"In small schools too much is being sacrificed in order to be known through athletics. No funds can be directly budgeted for such activities; consequently, activities of equal importance to the social development of the pupil must remain undeveloped."

"This evil is very pronounced and it is definitely contrary to known educational objectives."

"Competition is undoubtedly worth while as a stimulus to achievement, but it is overemphasized, especially in athletics. More improvement has come recently through the festival idea."

"Experience seems to indicate that intra-mural competition has fewer undesirable outcomes and more lasting benefits than is the case in inter-school competition."

"Probably our best efforts will be effective not in fighting competition, but in developing additional activities for those not able to 'make the team.'"

"Limitations should be imposed to avoid the evils of overemphasis without restricting clean wholesome competition. State athletic associations are doing quite good work along these lines."

8. *Encouragement should be given to co-operative effort in the solution of problems both within the school and between schools. Conferences of student leaders on an appropriate regional basis and under suitable adult leadership are to be encouraged.* (Approve—26; Disapprove—0.)

This principle found general acceptance, but some concern was expressed in regard to problems of finance and supervision of conferences or meetings except for very limited areas. Comments from four members:

"We are spending too much money now in hauling pupils over the state."

"Even more important to provide for co-operation with continuing agencies in the community such as the community fund, luncheon clubs, women's clubs, and so forth. This makes transition easy from school organizations to adult organizations."

"I feel very keenly that the schools have the responsibility of assuming

the leadership in directing student conferences so that some order can be brought out of the chaos which now exists."

"The various associations of student councils are good for boys and girls."

9. *The relation of the National Association to individual schools and to the state associations should be one of encouragement and advice. It should suggest promising lines of development and provide assistance in solution of problems, but should not hamper the freedom of the individual unit to develop a program suitable to its needs.* (Approved—26; Disapprove—0.)

The statement in this principle may seem rather obvious. At the same time the definite formulation of the principle seemed to meet with general approval. In the comments, there was an emphasis both on the need for leadership by the National Association in pointing out desirable policies and direction and the importance of maintaining local and state autonomy in matters of decision. Comments from three members:

"This is being done to some extent, but I believe that there is room for much work yet. One of the greatest criticisms of the schools is that they have no program. The N. E. A. could certainly help in formulating a program for education."

"Education should remain a local state function with national encouragement and assistance *when needed*."

"Emphasis on the last sentence. Local conditions will prevent uniformity that might tend to be attempted if it is not clearly understood that the National Association merely offers its services without any attempt on its part to dictate specifics."

#### SPECIFIC RECOMMENDATIONS

1. *Relation to national and state organizations sponsoring specific types of activity, such as journalism, music, athletics, and forensics. The Association should co-operate with such groups in attaining desirable ends, and in co-ordinating the interests of the various groups which enroll secondary-school pupils. It should seek to restrain overemphasis on any one activity to the detriment of the total school program.* (Approve—26; Disapprove—0.)

It is evident that this recommendation meets a need felt by many school people. Approval was practically unanimous and many principals have noted the seriousness of the problem presented in their own localities. The Committee was especially interested to find that some states have already taken steps to control such activities through the formation of a State Activity Association. Comments from six members:

"This need is urgent."

"If co-operation is possible and influential, I approve; otherwise the guillotine if we can operate it."

"Illinois is attempting to do this under our new Activities Association."

"Restraint, not encouragement, seems to be needed. Music, journalism, and council are worse than athletics today."

"Some of the preceding are well organized and conducted, but others may be carried to excess. Now and then talent worthy of recognition must go unheeded and participation be denied because of such extensive programs, exceeding the financial possibilities of an individual school."

"Some of these organizations are rackets. Some state and national contests are over-stimulated."

2. *Attention should be given to the regulation of state and national conventions of secondary-school youths. There are advantages to be gained in enlarged horizons and stimulus to increase enthusiasm through meetings of student leaders. The national and state associations should assume some control over such meetings in order to prevent abuses and to minimize problems of finance and supervision.* (Approve—25; Disapprove—1.)

With one exception, state sentiment approved this recommendation. It seems quite evident that some schools have found the financing of taking pupils to such meetings burdensome. Comments from four members:

"Directed and tempered enthusiasm should be the goal. This can come only with mature, sympathetic direction of such conventions."

"We are 'conventioned,' 'conferenced,' and 'caucused' to death."

"Approve, as I feel that if national and state associations do not assume some control, other individuals or institutions will."

"States are assuming some control. National department can make recommendations."

3. *The Association has been asked to sponsor the National Association of Student Councils, an organization designed to encourage pupil participation in school government through student councils or similar agencies. Should the Association assume this responsibility?* (Approve—18; Disapprove—6; No Opinion—2.)

Sentiment in regard to this recommendation was more divided than in the case of any other statement presented by the committee. Sponsorship by the Association of the N. A. S. C. was approved by the majority, but there was a significant minority opinion expressed both on the state vote and within the several states. There was some confusion apparently in the minds of some respondents as to just what the National Association of Student Councils is. It was apparent that some principals are not acquainted with the organization. It was also apparent that some are hesitant about giving responsibilities to pupils through the student council.

Comments from seven members:

"I have some doubt regarding this responsibility due to the fact that I am not sure that it is wise to have national organizations of youth. Small organization units might be better."

"Approve if proper supervision and guidance can be provided."

"Disapprove—student officers should look to the principal and the faculty of their school for advice and guidance—not to an outside agency."

"Our new Activities Association in Illinois is expected to take over the supervision of student councils."

"By this means will not the most effective work be done in promoting the democratic ideal in our schools? By and large, student officers are the most representative group of students in a school."

"I am skeptical of the value of national meetings of student council representatives because of their inexperience, the poor methods of selecting them, and the expense involved."

"I doubt the advisability of a national convention. We have had officers attend when they were going to be in the vicinity. They got a lift out of it."

The committee included a question concerning a state organization

of student officers, or student councils. Replies to this question were inconclusive. Frequently some individuals from a state indicated that there was no such an organization, while others in the same state indicated such an organization did exist and was active. Some states are forming such organizations.

4. *The schools should co-operate with other character-building agencies of the community, such as the Boy Scouts, Girl Scouts, Hi-Y, Camp Fire Girls, etc. Support of the programs of such organizations should not be allowed, however, to interfere with the obligation of the school to provide appropriate activities for all youth.* (Approve—26; Disapprove—0.)

There was general approval of this statement but some lack of agreement as to the extent to which schools might participate in the programs of these organizations without interfering with the school's own function. It seems obvious that the whole question of relationship of the school and other character-building agencies needs to be clarified. Comments:

"Serious danger here. Aggressive outside clubs will interfere with school organizations unless careful supervision is maintained."

"It is possible that we may have too many agencies pursuing these goals; some day we may go directly to the ethical things these organizations sponsor without going around through the organizations. I do not see that these can be in the school program."

"Co-operation with these groups is desirable."

"Hi-Y is barred in Chicago. So are other organizations directly connected with a religious group."

"Co-operation should be defined by the school and not by the outside organizations."

"We have always found such organizations co-operative. They fill a place in the community much needed."

5. *In a somewhat different classification are groups representing a particular section of the community or formed to promote one point of view on an issue on which community opinion is divided. Examples are: sectarian religious groups, junior organizations of fraternal orders or service clubs, organizations for or against Prohibition, etc. It is appropriate that the school as a community center be made available on equal terms for meetings of such groups where this does not interfere with school activities. Sponsorship by individual schools or by the Association of organizations in this category is unwise.* (Approve—22; Disapprove—2; No Opinion—2.)

Majority opinion definitely approved this recommendation, but a number of dissenting opinions were expressed. Some principals would approve full school sponsorship of organizations representing accepted minority groups while others would deny use of school facilities to any organization whose purposes the school did not approve. In the judgment of the committee (seconded by the majority of opinion of the Association's membership), a fundamental issue of democracy is involved. The position seems sound that the school should not identify itself with one section of public opinion through endorsement of an organization whose purposes are in conflict with beliefs of another section of the community. The policy also seems sound, however, and in line with the principle of



making the school a community center, that school facilities should be available for meetings of any legally constituted group in the community.

Comments from six members:

"Approve if use of school buildings for such purposes would not involve the school itself."

"Very unwise. Schools should not be used if there is any other community center. Difficult for all groups to use the school without giving the impression of sponsorship."

"No sponsorship, but they should be allowed to use the building."

"The school should not be used as a meeting place for these groups."

"I believe that the schools should sponsor, supervise, and lead all activities using the school plant regularly."

"This is a matter for the local school committee to consider and decide."

6. *Various types of contests for secondary-school pupils have been developed to an extensive degree on a state or national basis. Both unquestioned values and distinct abuses have resulted. It is recommended that a special committee be appointed by the National Association of Secondary-School Principals to make a comprehensive study of the status and outcomes of inter-school contests and to report its findings to the Association.* (Approve—24; Disapprove—1; No Opinion—1.)

It was evident from the replies to this suggestion that national and state contests do represent a real problem to some principals. Apparently the situation is more critical in some states than in others. State associations of secondary-school principals have in some instances already taken action to modify the number and character of contests for secondary-school pupils in their states. The committee's attention has been called to a study carried out in schools of the North Central Association by J. Lloyd Trump. Mr. Trump has undertaken an investigation of the status of extra-curriculum activities in schools of the Association. His study should throw some light on this question.<sup>2</sup> Comments from seven members:

"I think we need to curtail these. We've gone contest crazy."

"Condemn the contests out of hand."

"Disapprove, as I believe the work involved (in a special study of contests) would be out of proportion to benefits gained."

"Our state is cleaning house, and none too soon."

"Yes, indeed, let's teach and not contest for a while."

"All agree that a committee should be appointed to investigate and report upon the status and outcomes of inter-school contests."

"Should be strictly controlled by organizations of schools in the state or a section headed by leaders elected from the state secondary-school principals' association or similar group."

7. *Methods of financing extra-curriculum activities should be scrutinized from the standpoint of educational outcomes as well as for business efficiency and sound accounting practices. It is recommended that a special committee be appointed to make such a study.* (Approved—24; Disapprove—0; No Opinion—2.)

This recommendation was generally approved. While some members question the advantage to be gained by a study of methods of financing,

<sup>2</sup>See preliminary report, January, 1941, *The North Central Association Quarterly*, pages 288-294.



it seems evident that a compilation of accepted practices in this field would be of service to many schools. Comments from six members:

"The Association could render a real service to the small secondary school by editing and publishing a manual of procedure and accounting practice."

"By and large, these activities should be financed by taxes."

"This problem is too localized for a national study to be of great value. Usability of data accumulated would, in my opinion, not justify the venture."

"There is little doubt that at the present time many schools raise funds for extra-curriculum needs by methods which must be called educationally undesirable. Too often 'the end justifies the means' philosophy has been employed."

"Circumstances differ so greatly in different places that I doubt the value of such a study would warrant the time and expense."

"Get away from the 'genteel mendicancy' practice in many schools."

8. *The function of the National Association in the field of student activities should be the formulation of general policies and assistance to the state associations and individual schools in developing desirable programs. State associations and regional groups should be encouraged to sponsor investigations in the extra-curriculum field and to make recommendations to the Association on the basis of their experience.* (Approve—25; Disapprove—0; No Opinion—1.)

This recommendation, again, presents a point which is rather obvious but may be deserving of a definite statement in order to prevent possible misunderstanding of the relations of the National Association with state associations and the local schools. Approval was general. Comments:

"The recommendations should remain exactly as termed. They should be available for use only if local conditions and circumstances warrant. They should never become mandatory."

"To assist does not necessarily mean activity in promoting."

9. *The monthly publication of the Association, THE BULLETIN, should be utilized as a major avenue for communication to the membership of recommended policies in regard to activities and for discussion of the issues involved. Space should be given to descriptions of successful programs in individual schools, reports of investigations in the field of activities, and discussion of current trends.* (Approve—26; Disapprove—0.)

Reaction to this recommendation indicates that THE BULLETIN may be extremely valuable as a means of acquainting principals with successful experiences of others in the extra-curriculum field and may assist in defining Association policy through discussion of vital issues. Unquestionably THE BULLETIN has made a definite contribution in this field in the past. It is the recommendation of the committee that problems in the field of student activities should receive even greater consideration in the future. The recent publication of a *Handbook for Student Councils*<sup>3</sup> as an issue of THE BULLETIN is directly in line with this recommendation.

Comments from three members:

"Particularly 'the description of successful programs.'"

"More articles helpful to small schools are needed."

"THE BULLETIN has a lot of ground to cover."

<sup>3</sup>*Student Council Handbook*, 105 pages, BULLETIN No. 89, March, 1940. National Association of Secondary-School Principals, 1201 16th Street, Washington, D. C. \$1.00.

10. *The publication, STUDENT LIFE, should be developed as a clearing-house of student experience and opinion. The committee recommends that each secondary school represented in the Association be requested to place STUDENT LIFE on the mailing list for its school newspaper and that secondary-school publications be used as sources for news items of outstanding accomplishments or innovating practices and examples of creative expression by secondary-school students. The committee disapproves the offer of monetary rewards as motivation for student contributions to STUDENT LIFE. (Approve—22; Disapprove—2; No Opinion—2.)*

It seems evident from the reaction to this recommendation that many principals are unacquainted with the publication sponsored by the National Association for secondary-school pupils. Some interpreted the recommendation as a suggestion for a new publication. The committee was favorably impressed with the development in appearance and content of the magazine, STUDENT LIFE, during the two years since the publication of the earlier Student Activities report. The publication in its present form is a valuable addition to the field of periodicals for secondary-school pupils and is deserving of the support of members of the Association. Comments:

"This would be a fine medium through which to bring to other schools the reaction of students to various practices employed in their schools."

"Not enough members acquainted with STUDENT LIFE to comment."

"Prizes and money awards are highly objectionable in my judgment."

#### SUMMARY

The major project of the Committee on Student Activities for the current year represents an attempt to arrive democratically at a statement of policies for the National Association in this field. There are unquestionably many unsolved problems in the field of extra-curriculum activities and some of them are of much concern to individual members of the Association. The national organization can be of definite service to the individual member through recommendations based on the judgment of recognized authorities in this field and the report of "best practices" revealed through a canvass of the entire area served by the Association. A formulation of policy by the National Association may frequently serve to strengthen the principal subject to local pressure which he finds difficult to withstand. He may welcome a statement of policy from the Association as a reply to criticisms of procedures which he feels to be educationally sound. At the same time it is important to preserve local freedom and individual initiative. State associations and local school administrators should at all times feel that they have full authority and responsibility in dealing with the problems which confront them. It is the hope of the Committee on Student Activities that nothing in this report will be interpreted as an attempt to dictate to local schools or to state associations in regard to the procedures they should follow. It has been the purpose of the committee, rather, to establish policies of the National Association of Secondary-School Principals in terms of the pooled judgment of the entire Association insofar as expression of its opinion could be secured.

## A Democratic Procedure in Curriculum Revision

FRANK W. MAYO

*Principal of the Rutland, Vermont, High School*

Realizing the need of revising and revitalizing the curriculum offerings and the value of the use of democratic procedures in such a program, a committee of interested citizens, made up of school-board members, clergymen, business men, and others, met with the superintendent of schools, the principal of the secondary school, and a group of secondary-school teachers to consider the problem. The discussion of this group seemed to center around the theme of making the present non-college courses more practical, and also to make a closer relationship with the social-citizenship activities of everyday living. From the ideas and suggestions advanced in this group, a plan was gradually developed for curriculum revision.

The first beginning of actual work was a faculty organization on Curriculum Revision that included all members of the secondary-school staff. This important detail of organization required much time and thought as the success or failure of the work depended largely upon the selection of the right teachers for the different duties. As finally set up the teachers were divided into three committees:

1. *The Aims Committee.*—Every teacher submitted to this group a set of aims and objectives worked out to fit the particular subject or subjects taught. From these aims presented by each teacher the committee, in co-operation with all teachers, working in groups and all together as a faculty, worked for about twenty weeks to develop a set of aims and objectives of secondary education that would apply to Rutland High School.

2. *The Production Committees.*—These groups were made up by subject departments, whose chairmen were the heads of the various departments in the school. The actual work of the production committees was to develop courses of study in each field. It is here that each and every teacher had an opportunity to contribute the experience of the classroom, the practices of good teaching, and the methods and techniques developed for everyday use; that theory and practice met, and plans were developed.

3. *The Curriculum Council.*—This was made up of representatives from each of the subject departments of the school. The duties of the Council were many and varied. It recommended important curriculum problems for the production committees, received the suggestions of the production committees, and was responsible for outlining programs of study. It served as a clearing house for proposed plans and projects, and provided material for chairmen to present to the members of the various production committees. Other functions and duties of this group and the related activities of each committee, one with another, were determined.

After the aims had been agreed upon, the next step was a consideration of ways and means for actual writing of the new courses. The thoughts of Dewey, Spencer and others, rather broadly stated, appeared to offer a

starting point. "Look out on social life or living and note the activities that make up this life." But the difficult part of the whole process was to determine what the important activities are. To do this there appeared to be the following four methods: An analysis of present courses, an analysis of the opinions of competent people, an analysis of representative publications of all kinds such as state courses of study, the New York regents report, and the book, *An Experience Curriculum in English*, and an analysis of the activities of young people and adults.

The first was discarded as being a hunt and pick method, and the second seemed too subjective. A combination of the last two appeared to offer the best possibilities. Having determined the method, the next step was the breaking down of the Aims into activity components, or from general to particular aims, that would apply to each subject. The actual process or progress of the work followed definite steps or patterns, indicated by *Curriculum Revision Bulletins*. One or more faculty meetings were devoted to a discussion of each bulletin. In as much as each one represented a step in the development of the "revision and writing technique" their content is indicated on the following pages.

#### CURRICULUM REVISION BULLETINS

*Procedures in Curriculum Research.*—The following general outline summarizes the steps taken in the work of revising the curriculum. The present curriculum offerings were checked as to (1) aims and objectives which were balanced against the best available information as well as against the aims of secondary education, (2) details of content of each course being offered and (3) teaching methods and techniques.

Following this a study was made of all available research reports. Each teacher read some books on the teaching of her subject, as well as any other pertinent literature. A third step was that of determining social objectives, both as to aims and objectives and methods, indirect and direct. Course content was then selected tentatively. After the judgment or comment of some specialists was secured on the content, the work of organizing the course began. The basis of organization was first on minimum essentials (D level) followed by the A and B levels. What was thus written experimentally, was then tried out experimentally in the classroom. In the light of this experience the course was then actually written.

*Steps in Building a Unit of Work.*—The preliminary steps included (1) setting forth one's conception of a unit of work, (2) preparing the criteria of a good unit of work, (3) determining the skeleton plan or main headings of the unit of work, (4) deciding on a typographical form for the unit of work, (5) writing the unit on the basis of minimum essentials, enriching these essentials for the A and B levels, and each teacher, (6) indicating the special objectives of the subject she taught. The comprehensive steps based on the assumption that a certain amount of foresight was necessary, proceeded with a number of suggestions not all of which were uniformly applicable to all situations. These steps included the following:

1. Use the *Educational Objectives* as worked out by the committee as a starting point. They set up the goals to be reached by the pupils; they give direction to the activity and suggest what is related.
2. If it is to be initiated by the pupils, *note all the situations* which may naturally give rise to the unit of work.
3. Keep the criteria of a good unit of work constantly before you.
4. Set down the problems which the unit raises—the subdivisions and the scope of the unit.
5. If you have had experience with the unit or one similar to it, make rough notes of the procedure used in the past and draw upon it wherever it seems to be satisfactory for your new purposes.
6. Go out into the particular field of life and observe the activity with which the unit is concerned.
7. Consult practical persons familiar with the activity under consideration.
8. Consult books and documents that contain solutions to problems.
9. Find out how others are carrying on the particular unit of work by means of classroom visits and by means of consulting courses of study.
10. Consult any other sources of help, as books on special methods.
11. Keep constantly before you the thought that you are planning an activity for living, pulsating pupils of a given age and ability.
12. Remember to make the situation concrete, introducing illustrative materials, real things, models, pictures, charts, and diagrams. With the foregoing raw materials fashion an experience which will result in the accomplishment of the goal with which you started.
13. Give the unit a real test in practice, making informal notes of your success and failure as you proceed. Decide what should be added, what should be eliminated, and what modifications should be made. If possible, induce other teachers to try the unit out and get their reactions to it. Again revise it in the light of your experience and that of others.

*Constructing a Unit of Work.*—The following definitions were agreed upon as a guide for constructing a unit of work.

A *lesson plan* is a part of a unit usually covering one period.

A *unit of work* is the smallest subdivision of the whole curriculum.

A *main division* is made up of a group of related objectives or units.

A *course of study* is made up of a group of related main divisions.

A *curriculum* is made up of a series of related courses of study.

An *objective* is a useful specific goal which suggests definite school activities, the accomplishment of which may be measured or observed.

Thus in the development of a unit of work, the order in terms of magnitude was first, *the unit of work*; second, *the main division*; third, *the course of study*; and fourth, *the curriculum*. A unit of work might include a variety of experiences, such as: observing, discussing, reading, listening, planning, reasoning, constructing, playing, singing, analyzing, and the like.

The following criteria for a unit of work were agreed upon:

1. Have a useful purpose.
2. Reproduce actual life situations as far as possible. Stress and specific

mention should be made of rural problems differing from urban.

3. Utilize materials as they occur in life.
4. Have coherence.
5. Involve a variety of direct sensory experiences.
6. Provide a considerable amount of pupil activity.
7. Provide for some free, informal association of the pupils.
8. Provide an opportunity for manipulative or bodily activity.
9. Provide that the pupil can originate, plan, and direct the activity.
10. Be satisfying or the anticipation of the outcome should be satisfying.
11. Provide an opportunity for the pupil to judge, choose, and evaluate.
12. Be of such a length as to be completed within the time available.
13. Contain accurate information.
14. Have the exposition clear enough to make it possible for a new teacher to reproduce the experience, if she so desires.
15. State clearly where materials may be obtained.
16. Have references complete and exact, when such are included.
17. Provide sufficient concrete and illustrative material.

*Guides to Unit Building.*—After the aims for the course had been decided upon, and were ready for actual use, guides questions were given to the teacher. Under selection and organization of subject-matter, the following questions were asked:

1. Does the content function in everyday life?
2. Will the pupil experiences enable him to achieve objectives set up?
3. Does it build on the experiences of the pupils?
4. Are these experiences progressive?
5. Do they build up and increase in difficulty?
6. Do these experiences have central topics with large social values?
7. Does the arrangement of content and the statement of methods agree with the learning abilities of pupils?
8. Does it provide for motivation?
9. Does it emphasize civic and character education?
10. Have you stressed the building of attitudes, appreciations, skills?
11. Does it foster an inquiring attitude?
12. Does it provide for group thinking and planning?

Under adaptation to individual needs and community demands, these questions were asked:

1. Have you considered carefully the needs of boys and girls in society?
2. Is it written on these levels?
3. Have you made it possible for pupils to do special work along the lines of their particular activities and interests? Have you allowed for a wide variety of interests?

*Mechanical Organization.*—In this work it was assumed that all teachers had thought out the aims for the respective courses and had them on paper for reference before beginning the actual work of revision. The steps taken in this work and their order were as follows:

1. Nature of the Course—Introduction. Introduce the subject—tell what

- it is expected to do for pupils—some of its possibilities, social values, uses, and vocational implications. It should be interesting to others.
2. Aims of the Course. They may be listed under two headings, general and specific. They should be consistent with the educational objectives as agreed upon, but in greater detail.
  3. Teaching Suggestions. Show how the course will be presented.
  4. The Unit. List the aims that you believe the unit will help to realize using the outline method.
  5. Methods and techniques for presenting the unit. Describe the means that will be taken to present to or teach pupils the material of the unit, such as; discussions, undivided study, reports, projects and excursions.
  6. Materials. For A and B grades.
  7. Activities. List the actual activities of pupils that must be engaged in to complete the unit. They may be classified as discussion, study, creative, excursion, and interview activities.
  8. Outcomes. When the unit is completed the teacher should go back to the original objectives to see how much has been accomplished toward realizing them. All may not have been reached, but the unit should show some definite outcomes in terms of the objectives set up. List the outcomes and show how they were tested. These should not be limited to facts learned, but rather more to the establishment of certain attitudes, opinions, appreciations, skills, reasonings, and interests.
  9. The References. List them.

#### ACHIEVEMENTS

The complete job of curriculum revision took about two and one-half years. The first year and a half of effort produced a working model or first draft. With this to go by, the teachers were requested to teach a year from what they had, make any changes that seemed necessary as the result of a year's trial, and then write the course.

Besides a revision of the courses of study, there were two other results from this study, namely, the addition of two new subject fields, one a course for seniors which was called Senior Problems or Everyday Problems, the other a Distributive Education Course for seniors.

The study of the English courses led to a new plan for grouping senior pupils in English. The usual method of grouping by curriculums and accomplishment was given up in favor of an interest selection by the pupils themselves on the following offerings: Public Speaking, Dramatics, and Debating; Creative Writing, The Newspaper, and The Magazine; Reading Modern Literature; and Conversational English composed of Development of the English-American Language, and Vocabulary Building.

As a general conclusion to the work, curriculum reconstruction should never be considered as completed. In so far as the actual revision and writing is concerned at any one time, the job may be finished, but it should be understood by all teachers that they are to continue to revise and change.



## Interpretive Educational Radio Programs

HARRISON C. LYSETH

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Changing education in a changing society! Educating for social competence! New concepts for a new education! Educating for democratic citizenship! Such statements as these are meaningful to administrators, teachers and other educators. They open mental vistas and direct the thoughts towards the practices and philosophies of our modern educational procedures. The alert educator responds to these stimuli with thoughts and expressions characteristic of his educational experiences. Visions of activity programs, child-centered schools or perhaps modern psychological theory unfold in his meditations. This knowledge of modern education is the trained educator's basic equipment, his bible, his "stock in trade."

Educators meet often in large and small conventions. They attend numerous educational meetings from the school "faculty meeting" to huge national conventions. They meet other educators, receive stimulation and inspiration. They form new philosophies or strengthen old ones and often return to school and classroom to make practical application. Nearly every reader of this article will appreciate and agree with the statement that educators have created and evolved sane and scientific new systems of education for the multitudes of pupils in the American schools today.

The layman, the man who pays the taxes and who may have little interest in schools and education, looks upon this situation "through the glass, darkly." He seldom attends a national convention, or any other educational meeting. In fact, he is seldom invited: He even has difficulty understanding press releases of these meetings. Relatively little "popular" literature is devoted to modern education. He often sees modern educators and education surrounded by a barrier, to him, of senseless vocabularies and "crackpot" ideas. He all too often agrees with the cynic who still talks about fads, frills, "fripperies and gingerbread" of modern schools. His only deficiency, after all, is understanding. When he acquires a better knowledge of his schools he will have more confidence in them. The bulletin "What People Think About Youth and Education"<sup>1</sup> of the National Education Association shows encouraging results in the interpretation of the schools to the people.

### METHODS OF INTERPRETATION

The study of interpretive devices, public relation programs and other presentations of education to the public is a most important one. These devices include such well-known agencies as: community-school organizations, parent-teacher groups, teachers' associations, bulletins, reports and surveys, gossip and tales of children and teachers, exhibitions and miscellaneous devices. Perhaps the two most active and powerful agencies of

<sup>1</sup>National Education Association; "What People Think About Youth and Education," Research Bulletin Vol. XVIII, No. 5, November 1940, National Education Association, 1201 Sixteenth St., Washington, D. C.

dissemination of information are the press and its ubiquitous rival, the radio. A number of excellent studies of school news and press releases on education have been made but radio has not had the attention that it merits.

#### AN INTERPRETIVE EDUCATIONAL RADIO PROGRAM

Radio has become a major interpretive device commercially. Everyone is acquainted to a degree with the phenomenal success of radio advertising. It is possible to use some of the techniques of commercial advertising in interpretive educational radio programs.

Educational programs are not all of the interpretive type, in fact, apparently few of them consciously have this as the major goal. Recently the National Broadcasting Company listed twenty-three educational programs. The Columbia Broadcasting System had twenty-one, and Mutual Broadcasting System had fifteen. In addition to these must be counted many others of a semi-educational nature, some commercial and some sustaining programs.

Four classifications may be discerned from a study of educational broadcasts as follows: (1) informational commercial programs, (2) entertainment programs by educational groups, (3) class instruction programs, and (4) interpretive educational programs. The study of these programs and the results of their impact on listeners is interesting. By far the most important type of program for education is the last classified, the interpretive program.

The State of Maine has pioneered in this interpretive field of educational radio through its program *Maine Schools on the Air*, sponsored by the State Department of Education. The present network "remote pick-up" program has evolved from very humble origins in 1933. The program is a typical example of the survival of the fittest and trial and error procedures. It is of passing interest only that the 1933 programs with speeches delivered by prominent educators evolved quickly into more interesting programs. Moving along with the years came music, drama, network broadcasting; until finally the present production emerged.

Two controls must be kept balanced on interpretive programs if listeners are to continue to listen. The first is interest control and the second social or interpretive control. In other words, the appeal of the higher type of commercial broadcast technique will create a listening audience. The salesmanship or commercial "plug" (what a word!) becomes translated into the interpretive part of the program. Carefully measured controls show that roughly a half-hour program can be half interest and half interpretation *provided* that the interpretive part of the program ordinarily does not continue unbroken for more than seven minutes in any program. Exceptions to this basic rule can be found sometimes in exceptionally well-produced dramatic presentations. Five measuring methods show that the results are exceptional. By means of three thousand questionnaires, by a scientific statistical poll, by telephone techniques, by listening posts, and other methods, it has been discerned that

nearly 400,000 people hear these Sunday afternoon programs broadcast. This is in a state of 840,000 population with ninety-two per cent radio saturation.

#### A TYPICAL BROADCAST

The time is about two o'clock on a Sunday afternoon. The place is a small city which has a secondary school where unusual work is being accomplished in its trade and industrial course. The scene is the auditorium of the school. On the stage the director of the seventy-five piece school band is arranging his band and awaiting orders. Over the band hangs a suspended microphone. In front of the stage on the auditorium floor at the left is the girls' glee club and at the right is the engineer's table, equipment, controls, and other radio devices. Here also are two or three adults and a student group that turns out later to be a quartet. Microphones are suitably installed near the groups. On the stage at right and left front are two loud speakers of a portable public address system.

Careful observation will reveal two cables connected to the radio table equipment and leading to the adjacent building that houses the machine shop, the sheet metal shop, and the woodworking department. These lines enter the office of the director of this department and here is a portable microphone with about seventy-five feet of cable. Head phones and a portable radio are also visible.

Rehearsal starts in the auditorium. The band plays, acoustics are studied, microphones changed, and finally the director is content that the band is satisfactory. The glee club sings and adjustments are made. The quartet performs and they are taught much-needed techniques of close microphone work. The two or three adults nervously speak a few words into the "mike" for voice level. General and specific directions are given and the radio director goes over to the shop. Here the shop director rehearses a greeting over the portable microphone, and they walk into the shop where the various machines are running. Here a boy at a milling machine is questioned. Here another at a lathe is interviewed. All have their rehearsal as do the boys in the sheet metal shop.

The program is ready for its broadcasting over telephone lines to WCSH—Portland, many miles away, where it is to be fed to WCOU—Lewiston, WLBZ—Bangor, and WRDO—Augusta. All performers and leaders have either "continuities" of the program or more complete "scripts" prepared weeks before. It is now 3:45 p. m. *and the auditorium is filled* with local citizens and pupils who want to watch the program and support their school. At about 3:55 with all in readiness the public address system broadcasts the program on the nearest network station. The audience learns about station "breaks," and at 4:00 o'clock the program goes on the air, the loud speakers having given the cue to begin. These speakers are cut off and turned on again for the shop episode so the audience hears the whole program and sees parts of it.

The program itself has its objective in interpreting trade and industrial education to the people. Interest is created by the excellent band

and vocal music, and the introductions. Interpretation is by both the pupils and the adults. Briefly, the program follows:

- 4:00 P. M. Band march.
- 4:02 Introduction of program, object and scene description.
- 4:03 Girls' glee club.
- 4:07 Principal introduces idea of shop visit.
- 4:09 Shop scene. Actual visit to shops. Announcer, greeted at door, interviews director of department, other teachers and pupils. Actual shop noises are used.
- 4:17 Quartet sings in auditorium.
- 4:21 Introduction of State Director of Vocational Education who summarizes briefly.
- 4:27 Band march, next *Maine Schools* program announcements, and sign-off with band, ending at 4:30.
- 4:29:30 Fade-out.

#### WHAT THE PROGRAM HAS ACCOMPLISHED

A thousand local people have watched the program; several hundred thousand have heard it. This is the method of interpretation by educational radio. Thirty-four remote pick-ups of this type have already been made from colleges, junior and senior high schools, sometimes from churches and local theaters. Every department of the school, every phase and problem of administration can have its "airing" by this method. Leading citizens are very co-operative, the governor of the state, mayors of cities, judges, clergymen, club women, parents, lawyers, are all willing to take part. Schools vie with one another for programs and the competition has been wholesome.

The outcomes, moreover, are measurable. The state had forty-two school bands in 1936-1937. Today there are eighty-nine. Like interest is demonstrated in orchestras and vocal music. Dramatic activities have benefited with Maine having seventy-nine schools competing in one-act play competitions, more than any other New England state.

The real merit is in the *understanding* of education. School committee members hear a program on part-time co-operative courses. They investigate and visit the broadcasting city. A local club woman learns of a cafeteria plan and brings about its operation in her school. Home economics courses, physical education courses, and character education courses have increased. These results are traceable to the broadcasts interpreting these courses. Thus the laymen begin to think of the school as their school and that they have a part in its conduct.

Doctor Briggs in his Alexander Inglis Lecture "The Great Investment" said, "The reluctance of the public to vote for increased expenditures is due not to poverty or to niggardliness as is often charged, but rather to their ignorance of exactly what the schools are attempting to achieve." The statement has now been proved correct through interpretive educational radio.

<sup>2</sup>Briggs, Thomas H., "The Great Investment," Cambridge, Massachusetts, Harvard University Press, 1930, p. 38.

## A Youth Program for These Times and the N.Y.A

A conference of school superintendents and National Youth Administration officers met in Washington on January 16-18 to give consideration to the correlation of the program of the N.Y.A. with the program in the schools. A statement of policy of this group of consultants was then presented to and approved by the National School-Work Council. It is published here to serve as a guiding policy for school administrators.

### Consultants in attendance at the conference:

VIERLING KERSEY, Superintendent, Public Schools, Los Angeles, Calif.  
CHARLES H. LAKE, Superintendent, Public Schools, Cleveland, Ohio.  
DEWITT S. MORGAN, Superintendent, Public Schools, Indianapolis, Ind.  
E. E. OBERHOLTZER, Superintendent, Public Schools, Houston, Texas.  
MILTON C. POTTER, Superintendent, Public Schools, Milwaukee, Wisconsin  
CURTIS E. WARREN, Superintendent, Public Schools, Santa Barbara, Calif.

### Members of the National School-Work Council:

PAUL B. JACOBSON, Principal, University of Chicago High School, Chicago, Illinois—CHAIRMAN  
A. C. FLORA, Superintendent of Schools, Columbia, South Carolina  
WILL FRENCH, Prof. of Education, Teachers College, Columbia University  
CHARLES H. LAKE, Superintendent, Public Schools, Cleveland, Ohio.  
PAUL A. REHMUS, Principal, Senior High School, Lakewood, Ohio  
IRVIN E. ROSA, Superintendent of Schools, Owatonna, Minnesota

### Ex Officio:

PAUL E. ELICKER, Executive Secretary, National Association of Secondary-School Principals, Washington, D. C.  
S. D. SHANKLAND, Executive Secretary, American Association of School Administrators, Washington, D. C.  
GEORGE C. MANN, Dir. of Student Work, N. Y. A., Washington, D. C.



A blueprinting machine keeps these boys busy.

*America now demands the developed abilities of all youth*

The present emergency brings a sharp realization that this is a time when every American citizen should be prepared to serve the interests of his country effectively. To promote such preparation, there should be inaugurated in each community, and in the schools in particular, a program of interpretation which will assist every youth to realize that now, or in the near future he will be called upon to render an intensive civic service, either in production of goods or in other phases of defense activities.

*So long as profitable youth should be encouraged to remain in school*

Those youth who can and will prepare themselves best in school, as indicated by their success, should be encouraged, stimulated, and if necessary, assisted to remain in school until they have achieved a development which makes productive employment both attainable and desirable. For all whose schooling depends on their earnings, provide work opportunity.

*Youth leaving school should have work opportunities provided*

For those who because of economic or other reasons do not remain in school, there should be provided an out-of-school work-school program with facilities so these youth may develop as those who remain in school.

*Community should build atmosphere of work in school for all youth*

For the youth who remain in school, as well as for those who participate in the out-of-school program, communities should develop a social atmosphere in which each youth will feel a definite obligation to be engaged actively, either in school or in productive work.

*Enlargement of work as well as school opportunity needed*

Work opportunity should be offered primarily for the fulfillment of a program of personal development and not on the basis of merely providing relief. It therefore is incumbent upon each community to provide a learning program which is adapted insofar as possible to meet the growth needs of each youth and in which each youth has a reasonable chance of experiencing success. In order that school communities may meet their obvious responsibility for training, there should be an aggressive extension and adaptation of the secondary-school curriculum into areas which give opportunity for youth whose needs and interests are now met.

*Co-operative relationship the basic principle of administrative procedure*

To promote understanding between the school administration of a community and the N. Y. A., and to facilitate the administration of the program, the policy of having one person appointed by the N. Y. A. to confer with the school head, or someone designated by him, should be followed.

As a part of the continuing program for youth development, the schools and the N.Y.A. should co-ordinate the program of education and training so that work and school experience should supplement each other.

*Analysis of youth needs desirable as basis for distribution of allotted funds*

As a basis for the administration of the program in the interest of all youth, and in the allocation of N. Y. A. funds each state youth administrator shall base the local allocation of funds on the needs of youth, co-operatively determined by him and the school administrator.

## News Notes

**A SCHOOL JOURNEY PROGRAM**—A recent issue of the *Millar's Chicago Letter* makes the following comment: "Indicative of the kind of work being carried out on the high school level within the Chicago region is that done at the Evanston Township High School, where an attempt is made to utilize the vast resources of the metropolitan region, for the enrichment of the curriculum. An extension tour bureau has been organized for the purpose of determining the best use of these resources. The bureau, composed of a faculty tour director, one faculty advisor from each academic department, and two student representatives selected for their interest and willingness to co-operate in organizing and planning trips, gathers data on educational resources in the Chicago area and compiles guide sheets giving practical information on many desirable tours.

"A large display map of Chicago and environs showing many places of interest, was prepared by students of the art department working in co-operation with the extension tour bureau. Faculty and student interest and co-operation are steadily growing. During the last school term, trips were taken to Chicago's Chinatown, Chicago Commons (social agency,) Carnegie Steel Plant, Museum of Science and Industry, Brookfield Zoo, Proviso railroad yards, Swift and Company stockyards, Montgomery Ward, Chicago Lighting Institute, Board of Trade building, Chicago Federal Reserve Bank, and the Chicago Tribune. The need of careful planning for all trips undertaken is emphasized, pointing students toward intelligent reactions so that each trip may result in the greatest possible educational value."

**A STATE PROGRAM FOR THE NATIONAL DEFENSE**—The State Board of Control for Vocational Education, Lansing, Michigan, has recently published an eight-page pamphlet entitled *For the National Defense* (Bulletin 271). The pamphlet sets up the three plans which have been established in Michigan for training defense workers within the state. Classes have been in operation since July 1, 1940. Each plan is briefly outlined in relation to the general program, the programs for out-of-school rural and non-rural youth, and the programs for youth employed on National Youth Administration work projects. In addition, the Board has prepared an eleven-page mimeographed pamphlet entitled *National Defense Training Program* (misc. 2047). This suggests four courses and gives an outline of content and suggested projects for each course.

**AIR CORPS NEED**—We are informed that the Flying Cadets of the Army needs approximately 25,000 qualified applicants a year and the Navy in a similar training program needs approximately 1,000 aviation cadets a month. Admission to both is restricted to at least two years of college work, or in the case of the Army, the passing of qualifying educational examinations. Upon successfully completing the Army programs, the student is given a commission as a second lieutenant in the Air Corps Reserves and serves three years on active duty. In the case of the Navy, the student enters the Naval Reserves as an ensign and likewise serves for three years. The enlisting of men who are able to continue their college education is discouraged by these Air Corps.

**THE C. C. C.**—For four years staff members of the American Youth Commission have been surveying the work of the Civilian Conservation Corps, both by evaluating the work done in the camp and by tracing the background of the enrollees before they enter camp, and after they leave camp. In ten camps they instituted experimental programs to find the best techniques for training youth in work camp. The study required a staff that at times during the four years included as many as one hundred twenty-five persons. It had the co-operation of one hundred colleges and universities, and covered two hundred fifty camps scattered throughout all forty-eight states. Psycho-



logical tests were given to fourteen thousand enrollees. An advisory committee of twenty educators and sociologists and fifteen consulting specialists aided in the work. After the initial research, the C.C.C. invited the Youth Commission to conduct experimental programs in several of its camps. On the basis of this survey, the Commission members drew up a definition of purpose and recommendations designed to better the work camp program for the youth of America. They stated that: The central purpose of the Civilian Conservation Corps should be that of improving the health, skill and efficiency of the boys who are enrolled, to help them become useful and successful citizens in whatever occupation they may afterwards enter. The conservation work accomplished through the Corps should be regarded not only as valuable in itself, but also as an essential element in teaching youth a realistic appreciation of the true values in national life and a patriotic sense of membership in the national body of citizens. (Page 4)

They presented fourteen recommendations:

1. Elimination of relief or charity stigma from enrollees. (Page 7)
2. Transfer of selection of enrollees from public assistance offices to public employment offices. (Page 7)
3. Change of admission dates from once each three months to once a month. (Page 8)
4. Study of the whole system of assignments to camps in order to assign enrollees to camps best suited to their needs and capacities. (Page 8)
5. Special literacy training centers for illiterate enrollees. (Page 8)
6. Requirement of Reserve Corps membership for camp administrators be dropped. (Page 11)
7. Administrative personnel be speedily brought into classified civil service, so that political influence in connection with appointments will be outlawed. (Page 12)
8. Assistance with finding employment for boys who leave camp. (Page 14)
9. Educational and training program planned to utilize resources that are peculiar to camp life and the work projects. (Page 14)
10. Lifting of compulsory attendance at classes, and developing of incentives which will permit organized educational classes to function on this basis. (Page 18)
11. Increase of use of Negro supervisory and administrative personnel in all-Negro camps. (Page 19)
12. Elimination of responsibility of War Department in operating camps because of the urgent problems of military defense to which its undivided attention should be devoted. (Page 21)
13. Establishment of a direct, unified line of authority from Director of Corps to head of each individual C.C.C. camp. (Page 21)
14. Consolidation of C.C.C. and N.Y.A. and any other youth programs that might materialize into one new youth service in the Federal Security Agency. (Page 22)

Copies of the twenty-four page pamphlet are available upon request from the American Youth Commission, 744 Jackson Place, N. W., Washington, D. C.

**EDUCATIONAL RADIO CONFERENCE**—The Fifth American Exhibition of Recordings of Educational Radio Programs will be held May 5-7, 1941, in connection with the twelfth Institute for Education by Radio at the Deshler-Wallick Hotel, Columbus, Ohio. Specifications and entry blank can be secured from I. Keith Tyler, Institute for Education by Radio, Ohio State University, Columbus, Ohio. The closing date for entries is March 15, 1941.

**THE ISSUES BEHIND NATIONAL DEFENSE**—The American Association for Adult Education, 60 East 42nd Street, New York City, has recently undertaken to publish a monthly magazine, *Defense Papers*. Each issue will be devoted to

several different problems in National Defense, intended as a guide to the study of the most important topic. It is designed to be easily read, to present facts that can be easily remembered. It will present briefly the important ideas upon a problem, and films so that a more complete understanding of the problem can be secured through this reading. At the same time this matter will form the basis for an intelligent discussion of the problems by discussion groups which may be formed. Thus its purpose is to bring together the scattered information about defense which is being published every day so as to make it easier for the citizen to form sound judgements. Eight issues are planned which will sell for one dollar or fifteen cents each. Quantity rates are also available upon application.

**THE SCHOOL PRODUCES ITS OWN FILMS**—Today, educational films are playing increasingly important roles in many schools throughout the country. They are no longer mere novelties or accessories. More and more, leading educators are giving them careful consideration. Under the auspices of the Committee on Motion Pictures in Education of the American Council on Education, the Denver public schools have produced three 16mm. social films. The first one, *Food the Modern Way*, (11 minutes long) shows how men and machines work together to bring us food the modern way. Herein the application of science and technology to agriculture, factory processes, preservation and packaging, transportation and refrigeration, and where the warehouses and supermarkets are highlighted with instructive commentary. The second film, *It's Fun to Play*, (23 minutes long) covers a wide range of youthful participation in various forms of recreation—mountain climbing, outdoor sports, indoor games, dancing—a group of boys and girls at an informal home party, a visit to the library and to the museum of natural history. The ski-jumping end shot brings the film to an exciting climax. The other one, *How Our Health is Protected*, (23 minutes long) shows the care with which a city protects the health of its population. This film depicts the purification of the water and milk supply, the behind-the-scenes sanitation facilities, public school health regulations, and improved housing projects. The final sequence, "Hope of the Future," points of the research laboratory as fundamental in the study and prevention of disease and emphasizes the importance of play, hobbies, and creative work for healthful living. Prints of the above three films may be purchased through the Association of School Film Libraries, Inc., 9 Rockefeller Plaza, New York, N. Y. For rental purposes, information can be secured from your nearest educational film library. Announcements of other reports of the Motion Picture Project can be obtained by writing the American Council on Education, 744 Jackson Place N. W., Washington, D. C.

**WE'RE GOING ON THE AIR**—Most people think the ad lib radio program requires little or no preparation before presentation. Yet we discovered that most of them require more preparation than most shows which are written down in advance and produced from script. The University of Chicago Round Table, veteran NBC public service show, is typical of what is required from start to finish. The start is a full ten days in advance of the program you hear on Sunday.

*10 days before:* The radio and research staffs meet to consider appropriate topics for discussion. Final decision is based on timeliness and general interest. Questions are chosen when they're making front-page headlines in the country's newspapers. *9 days before:* The staff meets again to decide the angle from which the chosen topic is to be approached. The exact title is selected. The question of speakers then arises. They come largely from the University faculty. *8 days before:* The research department goes into action, contacting participants regarding their points of view and servicing them with factual material obtained from many sources. *6 days before:* The research staff draws up a two-page outline which is sent to each partici-

pant. 5 days before: The participants (those in Chicago) meet for lunch and make changes in the outline during a session usually lasting about three hours. Copy of amended outline is sent to outside speaker, if there is one. 1 day before: All participants meet for dinner on Saturday night for a general discussion of the outline and subject.

On the day of the broadcast the speakers gather in the Mitchell Tower studios on the University campus. An informal "run-through" is "waxed" (put on a record which is played back to the speakers so faults can be checked before broadcast.) Coffee and sandwiches are served between run-through and broadcast to relax tension. Just before air time the studio secretary lays out the cards Director Sherman Dwyer will use to signal guests while they're on the air. He's worked out a set (decorated with whimsical drawings so guests won't bristle) which covers most contingencies. Here are some samples: Keep Your ELBOWS on the Table, (signed) Emily Post; Don't Be Polite! INTERRUPT; Do You Know a Joke? USE IT; That's a \$10 word. How Does It Affect Me?; Two Minutes Is a LONG TIME! Don't Rush; Avoid Pauses, PLEASE! At 2:30 p. m., EST, the speakers are seated around the triangular table (equipped with sponge rubber elbow rests and signal lights) as the "on the air" sign flashes. For 30 minutes they talk with only the one-page outline as guide. The inevitable post-mortem, while not scheduled, usually begins promptly after the announcer signs off.

**EIGHTY NEW BOOKS**—Guidance counselors, home-room teachers, parents, and students will be interested in the selection and annotated list of eighty books on occupations recently released for distribution by the Occupational Information and Guidance Service of the United States Office of Education. The books included in this list deal largely with occupations, although a few others are included because they are valuable as references on occupations, training opportunities, or statistical information. A number of them are designed as texts for occupations classes; a few are factual; a few are narratives about occupations; a few are inspirational in tone; and a few, as in the case of dictionaries, are for reference purposes only. The eighty-book list which is issued as Miscellany 2395 of the Vocational Education Division, United States Office of Education, supplements but does not replace a similar study published in 1939, *Guidance Bibliography—Occupations*. This new miscellany may be secured by addressing the United States Office of Education, Washington, D. C.

**DEFENSE AND THE SCHOOLS**—Walter E. Meyer, editor of *The American Observer*, recently made the following succinct statement: We may differ widely concerning policies which should be adopted, but there is almost universal agreement that the world-wide upheaval affects America deeply and that our democratic practices and our way of life faces a serious challenge. There is general recognition of the unwelcome fact that, whatever may happen on the field of battle, an era of stormy weather, of unsettlement, instability, and danger lies ahead. Only a few times in the history of the world has the human race found itself living under conditions so fluid, so explosive, so uncertain.

"At this historic moment of time; at this moment of challenge and of high adventure, the schools of this democracy must assume a responsibility, heavy but inspiring. They must rise in an unusual way to an extraordinary occasion. It is their job to train a great army of American citizens for their duties during years of crisis. These citizens must have the qualities of mind and spirit which will enable them to steer their communities and their country calmly, wisely, safely, through the unpredictable crises which are before us.

"The gravity of the occasion does not, of course, imply that our problems should be approached in a spirit of hysteria, or that customary methods of teaching should be abandoned. Quite the contrary. Never was there greater need for calm thoughtfulness and quiet competence. Our objectives in civic

education are the same as they have always been: the development of permanent habits of acquiring information, of wide reading, of tolerant discussion, of straight thinking, of patriotic participation in the public life. But henceforth we must be more searchingly critical of our results. We must see to it that the desired outcomes of our teaching are actually achieved in the lives and habits of our young citizens. An army may be poorly equipped and trained in peacetime without serious consequences, but in a time of national danger it must be in peak condition. The same is true of our army of citizens."

**A LONG-TIME STUDY OF THE INTELLECTUALLY GIFTED**—Back in 1922, Dr. L. M. Terman selected a group of more than 1,300 superior children as a basis for study over a period of years. Most of these pupils were at that time attending elementary schools. Since then he has followed these pupils through school and into adult situations. He plans to continue following this group. As a result of this study he has made a number of discoveries about these gifted pupils. Some of these findings he has reported in the January, 1940, issue, pages 32-37, of the *Science Digest*.

The gifted child is physically superior to the average child. Their school achievements correlated highly with their I. Q. The mortality rate of the group to date is below that of the generality of corresponding age.

The intellectual superiority shown by this group in 1922 has been maintained, leading to the conclusion that the intellectually gifted individual can be identified almost as accurately in the third grade as at the age of thirty.

With regard to educational achievement, the average member of the group enters the secondary school at thirteen and college at seventeen. Nearly ninety per cent enter college, and of those entering, about ninety-three per cent graduate. Although averaging nearly two years younger than their classmates, they engage more extensively in extra-curriculum activities, receive more honors and are several times as likely to graduate with distinction.

The average earned income of the men at age thirty is around \$3,000 a year: about a dozen of the men are earning between \$10,000 and \$15,000 a year. In general the women gainfully employed earn about half as much as the men. In this study, success is associated with emotional stability rather than instability, with absence rather than presence of disturbing conflicts, with happiness of temperament and with freedom from excessive frustration.

**HIGH-SCHOOL LIBRARIES**—According to *Statistics of Public High Schools*, recently published by the United States Office of Education, there are 4,915 librarians included among the professional staffs of the all-day public high schools. Under the classification, librarian, only those staff members were counted who spend more than one-half their time on library work. Of the total professional staff reported by 24,590 high schools, librarians form one and three-fifths per cent. The data also show that in the case of the high-school librarians, women outnumber men seventeen to one.

**YOUNG AMERICANS DISCOVER THE RESPONSIBILITIES OF FREEDOM**—The January 13, 1940, issue of *Life* magazine (pages 61-71), devotes eleven pages to pictures and word descriptions of what the secondary schools are doing in the way of training its youth to become good citizens. The article states, "The magnificent American high-school system, which is unequalled in all the world, is now fluttering violently with programs for teaching democracy. Sometimes the flutters produce nothing more than a decision to salute the flag and sing "God Bless America" at least once every day. But the basic question facing the schools is simple: Are they convincing U. S. youth that democracy is worth defending? In many schools this question is being honestly answered in a way which is heartening and exciting to anyone who has fearfully watched the efficiency with which dictators have bred unreasoning discipline into their children." The Roosevelt High School in Des Moines, Iowa, the Franklin High School in Rochester, New York, and the community high school in Holtville, Alabama, are taken as examples, showing how well the schools of America are doing this job.

## The Book Column

BIGELOW, KARL W., Chairman. *The Social Studies in General Education*. New York: D. Appleton-Century Company. 1940. Pp.401 \$2.75. The most recent of the nine reports of the Commission on Secondary School Curriculum of the Progressive Education Association by the Committee on the Functions of the Social Studies in General Education. The Committee presents fundamental considerations for the guidance of social studies teachers, offers illustrations of ways in which such considerations may affect practice in particular situations and encourages vigorously the current trends toward thoughtful educational experimentation. The first part of the book considers the social studies in their relation to general education and to the needs of adolescents in a democracy. The second part shows how teaching in the field of the social studies may contribute to the needs of adolescents in the area of immediate personal-social relationships, social-civic relationship, economic relationships, and personal living. The final part includes special chapters on social education and community living and on the evaluation of pupil achievement in the social studies. The intention of the report is "to stimulate teachers to study common problems more carefully, to act on their convictions more courageously, and to evaluate their accomplishments more adequately."

BOBBITT, FRANKLIN. *The Curriculum of Modern Education*. New York: McGraw Hill Book Company. 1941. Pp. 419. \$2.75. The book, dealing with the philosophy of the emerging curriculum, offers a clear statement of a theory of the curriculum which must always be new and vital in the life of any vigorous people. Presenting a philosophy of education that is today emergent in all active phases of the teaching profession, this book attempts to show what education should accomplish in terms of daily human life, and how the results are to be achieved by means of those life-activities. As the author says in his preface: "The theme of the book is a very simple one: The good life is the thing that is to be learned, and the pupils learn it by living it."

BUTTERFIELD, O. M. *Love Problems of Adolescence*. New York: Emerson Books, Inc. 1941. Pp. 212. \$2.25. Deals with the struggles of young people as they attempt to make the often complex adjustments necessary for the attainment of successful love and marriage relationships. It is based on records secured directly from more than 1,500 young people, ranging in age from 13 to 25 years. A wide variety of problems—of friendship, "dates," courtship and marriage—are classified and analyzed. As a result, basic situations often emerge more clearly, and an intelligent approach to the questions raised can more readily be undertaken. The book should give to the principal, and especially the guidance counselor as well as other teachers, a real understanding of these problems which are so common to boys and girls of the secondary-school age.

*A Guide to a Functional Program in the Secondary School*. Bulletin No. 10, October, 1940. Prepared by the State Department of Education, Tallahassee, Florida, The Florida Curriculum Laboratory. 1940. Pp. 491. 50 cents, paper cover. A suggestive guide for developing a functional program in the secondary schools of Florida. It emphasizes the need to see the whole program of a school before planning intensively any one of its parts. It stresses the need for study and planning co-operatively by the whole faculty of every school in Florida. It is prepared for the second-

ary teachers of Florida, grades seven to twelve are included in the program. Chapter headings are: Purposes of This Bulletin, Looking at the Secondary Schools, Understanding the Needs of Youth, Functional Programs for Florida Schools, General Methods and Materials, Language Arts, Mathematics, Suggestive Guides for Social Studies, Science, Fine Arts, Industrial Arts, Home Economics, and That All May Read.

HEATON, K. L., and WEEDON, VIVIAN. *The Failing Student*. Chicago: The University of Chicago Press. 1939. Reprinted, 1940. Pp. 286. \$2.50. A service study of 938 college students by four Michigan colleges to assist them in their efforts to reduce the amount of academic failure through modifications in their plans of guidance, administration, and instruction. These students co-operated by supplying the necessary data on their study habits, their problems of finances, health, personal and social life, and by taking a series of examinations covering essential abilities and knowledge. The results of the study show that although the four co-operating colleges are very different from many points of view, they have many common problems. The authors point out what some of the factors conducive to success and failure in college are, "that many causes of failure were of the type which originate before the time of college entrance," that there is a strong trend towards better articulation of high school and college and a recognition of adjustment problems as a curriculum responsibility.

KATONA, GEORGE. *Organizing and Memorizing*. New York: Columbia University Press. 1940. pp. 318. \$3.50. A study of the processes of learning done from the point of view of Gestalt psychology. Its primary purpose is to show that the results of meaningful teaching and learning are different from those of mechanical memorizing and drill. The book is based upon research and experimentation on teaching methods devised by the author. In his study of learning he approaches the problem through quantitative experimentation with regard to differences in retention and application, employing Gestalt methods and the technique of transfer as developed by American psychologists. He looks upon the goal of the psychology of learning not only to clarify theoretical issues, but also to find ways of improving teaching and learning. In conclusion he states that pupils "should not merely learn to memorize—they should learn to learn by understanding."

MUNRO, THOMAS, CHAIRMAN. *Art in American Life and Education*. Bloomington, Illinois: Public School Publishing Company. 1941. Pp. 700-800. The fortieth Yearbook of the National Society for the Study of Education. It surveys and criticizes the theory and practice of teaching the visual arts now prevailing at all age levels and offers suggestions for improvement based on the views of various contemporary schools of thought. It deals with the more general and fundamental aspects of educational method, but is not a treatise or manual for class or studio procedure. The treatment concerns art in its broader sense (not merely drawing, painting, and sculpture, but architecture and city planning, industrial and commercial design, clothing, house furnishing, printing, and the theater arts as well). The powerful influence of art upon our daily personal and social life is thus set forth realistically as the basis and sanction for the development of art in our educational system, including the teaching of the fine arts, the training of teachers of art, and art instruction from a school administrator's standpoint. The book will be published early in February.

Publications of the American Council on Education, 744 Jackson Place, N. W., Washington, D. C.

BROOKER, F. E. *Students Make Motion Pictures*. 1941. \$1. The public schools of Denver, Colorado, one of the educational centers co-operating with the Committee on Motion Pictures in Education, has explored the



possibilities of student production of motion pictures on community problems. During the course of the experiment Denver high-school pupils made surveys of the community, interviewed people, wrote scenarios, and made films of professional quality that are now being used for educational purposes. This study describes the production of the Denver films, tells how they were produced, and reports on their educational values. It has been the aim of the Committee to provide here a verified "blueprint" for teachers and schools who wish to have students produce films.

CHAMBERS, M. M. Compiler. *Youth-Serving Organizations*. 1941. A revised edition compiled by and first published for the American Youth Commission four years ago. It describes three hundred twenty national associations, and incidentally mentions many more. Eighty-one are classified as "youth membership" organizations, composed wholly or largely of young persons of whom at least a majority are under the age of twenty-five. These include the familiar general character-building organizations, the religious young people's groups, associations of farm youth, student societies and other types. Among the many adult organizations devoting a substantial part of their activities to youth are associations of farmers, workers, veterans, women, parents and teachers, devotees of music and the arts, and religious and social workers. Service clubs for business and professional men and groups of professional societies in education, personnel work, recreation and health, principal political and fraternal organizations for youth, associations crusading for world peace and other humanitarian causes, and societies devoted to child welfare and the interests of various classes of physically handicapped persons complete the picture. The new book contains facts and figures regarding the membership, publications, staffs, and finances and statements of aims and current programs of the hundreds of organizations. It will enable youth leaders to answer such questions as: What are the general purposes and activities of the national youth-serving organizations which have local branches in my community? Are there any national groups not represented in my locality whose aims and policies indicate that a local branch here would be an asset to our youth?

DAVIS, ALLISON, AND DOLLARD, JOHN. *Children of Bondage*. 1940. rp. 327. \$2.25. This volume is a study of personality development of Negro youth in two cities of the Deep South, Natchez and New Orleans. Though the background material was supplied by interviews with over two hundred Negro adolescents, this is not a statistical survey. Instead the authors, by concentrating their attention on eight individual case histories, have combined sociology and psychology to produce a stirring human document as well as a study of scientific and social importance. The aim is to analyze not only the effect of caste but also of class upon the formation of personality. These cases show how the social role and attitudes of the individual are affected by the class and clique into which he is born. The book contains, in addition to the case narratives, a detailed description of the technique used by the authors, together with the conclusions drawn.

JOHNSON, CHARLES S. *Growing up in the Black Belt*. 1940. Pp. 350. \$2.25. A study of personality development, race relations, and American youth. The staff which carried out the investigation attempted to discover the response of Negro youth to the generally low economic conditions of the rural South and to their status as members of a minority racial group. Eight countries representing the major types of Southern agricultural life were selected for intensive study. Life history documents, family case studies, individual interviews, attitude and psychological tests, these and other techniques and methods were used in conducting the survey. The conclusions drawn from them, amply documented, are presented in this



report. It should be of interest both to the specialist and the layman. For education, social work, and many types of social planning, the implications of this study are of particular value.

KIRKPATRICK, E. L. *Guideposts for Rural Youth*. 1940. Pp. 170. \$1. In the last ten years much has been learned and much has been published about the problems of rural youth. Here and there, people have set to work to see what could be done. This book tells the story of these efforts. The programs described suggest what communities can do to improve the situation of rural youth. The problem is approached topically. Such important issues are taken up as: employment conditions and opportunities; vocational education; general education; recreation and leisure-time activities; religion; health, marriage, family, and home; youth organizations; young peoples' co-operation in well-balanced community activities; and planning for the future. Every means should be taken, particularly during these critical times, to encourage community activities that will enlarge opportunities for the growing youth of rural areas and help to remove the undesirable conditions under which so many are now living. This brief book should be of real usefulness in pointing the way to practical steps forward that may be taken now.

NOEL, FRANCIS W. *Projecting Motion Pictures in the Classroom*. 1940. Pp. 60. 50 cents. How should a school handle the projection of films? How should the projection room be darkened and ventilated? How should a projector be chosen? How should projectors be operated? These are questions that every school has to answer when it uses motion pictures as instructional tools. This report suggests practical answers largely out of the experience of the Santa Barbara, California, Public School system, one of the centers selected for extensive exploration by the Motion Picture Project. Because in Santa Barbara they were so successful in solving problems of this kind, which other schools have found perplexing, this special handbook was prepared by Santa Barbara's Director of Visual Education. In discussing film projection the author isolates or defines the various problems, gives briefly the essential information needed to consider them, and presents certain solutions suggested by field experience. This guide, though brief and compact, is nevertheless comprehensive.

REID, IRA DEA. *In a Minor Key*. 1940. Pp. 135. \$1.25. This volume summarizes and systematically arranges data and statistics from many sources—general studies, government publications, unpublished dissertations. The method of treating the Negro youth problem, sector by sector, is simple but effective. Each chapter falls into two parts, "The Story" and "The Fact," the first presenting a vivid picture of one area of human experience and the second buttressing the story with the facts. The author opens to view the realities of inequality, discrimination, restriction of rights, and limitation of franchise that condition the environment and development of Negro youth. Yet his lack of rancor, his preference for understatement, and his objective approach almost leads one to forget he is writing about his own people.

WARNER, W. L., JUNKER, B. H., AND ADAMS, W. A. *Color and Human Nature*. 1941. Pp. 275. \$2.25. This volume, one of the major studies of the American Youth Commission's Negro Youth Survey, presents a systematic analysis of the socio-racial factors that affect the adjustment of Negro youth in Chicago's "South Side." Special attention is given by the authors to the part played by color and other negroid physical characteristics in the formation of personality. But this special emphasis is not made at the expense of other factors in the total experience of the subjects studied. In their interpretation of personality development the authors have utilized

a combined cultural and psychological approach, which affords them a broad perspective and understanding of the issues involved. Many interesting personal histories serve to make more graphic the generalizations that have been drawn from hundreds of individual case studies. The book portrays the life of Negro youth in Chicago, a complementary and larger picture of the same scene projected in fiction by Richard Wright in *Native Son*. It tells a dramatic and important story of what it means to be born a Negro.

RICHARDSON, CHALMER. *A School in the Country*. New York: Greenberg, 67 West 44th Street. 1940. Pp. 251. \$2.00. The adventures of a small town superintendent. This is the story of a young man who chooses a small town for his career. As head of a country school, Ben Thompson's life is closely interwoven with the daily pattern of the people about him. And through the experiences of the man, we get a picture of the men and women, boys and girls who make small towns the backbone of our nation.

SOBENSON, HERBERT. *Psychology in Education*. New York: McGraw-Hill Book Company. 1940. Pp. 491. \$2.75. Stressing the dynamic and functional approach to educational psychology, this book offers a simple, straightforward presentation and development of topics related directly to the educational process. Emphasis is placed upon school and life-like situations, and much attention is devoted to growth and development—physical, social, mental, and emotional. Much space is given to examples and applications, while theoretical abstractions have been omitted. Stress has been laid on the child, his living and adjustment as well as his learning processes. One of the features of the book is the prominent place given to the human organism in the discussions. In addition to covering the usual topics, with greater emphasis on the various phases of growth, personality, and adjustment—the book contains a chapter on the activity and project method of teaching, informal and incidental learning. The book also contains questions and directions for study at the beginning of the chapters and a summary, problems, and exercises at the end.

STOUT, DORMAN G. *Teacher and Community*. New York: World Book Company, Yonkers-on-Hudson. 1941. Pp. 242. \$2.00. Deals with a fundamental concern of all educators—the interpretation of the schools to the whole community. Objectives of school-community co-operation are discussed and concrete programs and techniques that have proved effective are presented. The author recognizes that public co-operation is won by careful, continuous effort; he gives guidance and direction to the winning of public faith and support. He goes beyond the problems of interpretation to those of direct, active community leadership. After a survey of the basic elements in the community pattern, *Teacher and Community* discusses the development of positive school-community relationships. From current studies and investigations, the author analyzes the direction of public interest and finds a wide discrepancy between what the public wants to know and the kind of school publicity in vogue. It is through the medium of instruction-related-to-life that the school renders its greatest service; the public is increasingly alert to the progress of the school in developing healthy bodies, good minds, balanced emotions, strong characters. The author feels that the school system presenting that material through proper media will enjoy public support.

## EDUCATIONAL EVENTS

### Calendar

#### February

- 7 State Association of Secondary-School Principals annual meeting in conjunction with the State Teachers Convention, Tulsa, Oklahoma.
- 9-16 Negro History Week. Information and free materials can be secured from The Association of the Study of Negro Life and History, 1538 Ninth Street, N. W., Washington, D. C.
- 13-15 American Camping Association annual meeting. Washington, D. C. Information can be secured from Ross H. Allen, 330 South State Street, Ann Arbor, Michigan.
- 18-21 National Association of Deans of Women. Atlantic City, N. J. Headquarters: Hotel Haddon Hall, Theme: *Facing the Future of Women's Education in a Reorganizing World*.
- 19-22 National Vocational Guidance Conference. Atlantic City, New Jersey.
- 19-22 Progressive Education Association annual regional meeting. Philadelphia, Pennsylvania.
- 20-22 International Council for Exceptional Children. New York City. Headquarters: Hotel New Yorker.
- 22 Fourth Annual joint conference on Teacher Education in the U. S., 2:00-4:30 P. M. Hotel Ambassador, Renaissance Room, Atlantic City, N. J.
- 22-26 Twenty-fifth Anniversary Meeting of the National Association of Secondary-School Principals. Atlantic City. Headquarters: Hotel Haddon Hall. Theme: *Secondary Education and National Needs; Our Part*.
- 22-27 American Association of School Administrators, Atlantic City, New Jersey.
- 23-26 Annual meeting of the National League of Teachers' Associations, Hotel Ritz Carlton, Atlantic City, N. J.
- 27 to March 1 American Association of Junior Colleges. Chicago, Illinois. Information can be secured from Dr. W. C. Eells, 744 Jackson Place, Washington, D. C.

#### March

- 13-15 Columbia Scholastic Press Association annual meeting. Columbia University, New York City.
- 13-15 Washington State Association of Secondary-School Principals annual meeting. Seattle. Headquarters: Edmond Meany Hotel.
- 14-15 Seventeenth Annual Junior High-School Conference of New York University, Washington Square, New York City. Theme: *Junior-High School and Total Defense*.
- 15 Michigan Curriculum Conference. Lansing, Michigan.
- 26-29 North Central Association of Colleges and Secondary-Schools meeting, Chicago, Illinois.

#### April-July

- April 7-9 The Third National conference on Consumer Education, Stephens College, Columbia, Missouri.
- April 30-May 3 American Association of Health, Physical Education and Recreation of the National Education Association. Atlantic City, New Jersey. Information can be secured from its headquarters office, 1201 Sixteenth Street, N. W., Washington, D. C.
- June 29-July 3 National Education Association Summer Convention. Boston, Massachusetts.
- June 30-July 1 National Association of Secondary-School Principals annual summer convention, Boston, Massachusetts.
- July 8-12 Association for Childhood Education. Oakland, California. Information can be secured from its headquarters office, 1201 Sixteenth Street, N. W., Washington, D. C.

## *Let Us Help You Serve Your Needs*

### **Do You Have These Publications in Your Library?**

Below is listed a number of publications which every school administrator should have available as an aid to developing a philosophy of education for his school, and to conducting his faculty meeting. Professors of education likewise will find them valuable not only for use in organizing their courses but also for use by their students in their reading and study programs. To all, these publications offer real assistance in answering vital questions.

**HERE IS THE LIST FROM WHICH TO SELECT. Keep fully informed.**

*Issues of Secondary Education.* Bulletin No. 59. January, 1936. 310 pages. \$1.10; to members fifty-five cents. A critical and professional discussion of ten basic problems of secondary education.

*Functions of Secondary Education.* Bulletin No. 64. January, 1937. 226 pages. \$1.10; to members fifty-five cents. A discussion of ten commonly agreed upon functions of the secondary school to be considered in connection with the ten issues presented in Bulletin No. 59.

*That All May Learn.* Bulletin No. 85. November, 1939. 235 pages. \$1.10; to members fifty-five cents. A handbook of information for principals and teachers who wish to adjust and adapt the programs of their schools to the modern educational need of youth.

*Student-Council Handbook.* Bulletin No. 89. March, 1940. 195 pages. \$1.00; to members fifty cents. A description of the work of 361 Student Councils and of student activity management.

*Counseling and the Changing Secondary-School Curriculum.* Bulletin No. 91. May, 1940. 118 pages. \$1.00; to members fifty cents. A description of how thirty-eight school communities are improving youth education opportunities.

*Promising Practices in Secondary Education.* Bulletin No. 92. October, 1940. 230 pages. \$1.00; to members fifty cents. Describes over 700 school practices, telling what secondary-school principals are doing in an attempt to discover and develop ways and means of improving secondary education.

*Occupational Adjustment and the School.* Bulletin No. 93. November, 1940. 154 pages. \$1.00; to members fifty cents. A study of 914 school-leaving youths of six schools located in two states, descriptive of a plan whereby a secondary-school principal can get valid information about the degree of occupational adjustment of his school-leavers and some clues as to desirable changes in the guidance and education program of his school.

*The Summer Workshop in Secondary Education.* Bulletin No. 96. 196 pages. \$2.00; to members \$1.00. A description of educational theory and practice in eight colleges and universities of the country as reported by Workshop Directors and Workshop participants in these colleges and universities. Also contains the names and addresses of the members of the Association.

*The National Honor Society Handbook.* April, 1940. 200 pages. \$1.00; to members fifty cents. Presents a description of numerous activities engaged in by honor societies, contains model constitutions and defines their purpose.

*"Suggested Studies in Secondary Education—A List of Problems for Research."* 101 pages, 25 cents; to members 15 cents. A pamphlet prepared by the National Committee on Coordination in Secondary Education. It contains pertinent questions suitable for study and research covering all fields of secondary education. The questions in each field are prepared by a specialist in that field.

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